

LEVEL VI COURSE

for

ALETHIOLOGY
CLEARING
PRACTITIONERS

ALETHIOLOGY LEVEL VI
CHECKSHEET
ADVANCED SPECIALIST CLEARING PRACTITIONER

22 OCTOBER 1989

PREREQUISITE:

1. LEVEL V

ORGANIZATION: _____

STUDENT'S NAME: _____

DATE STARTED: _____ DATE COMPLETED: _____

This checksheet contains vital survival knowledge and technology dealing with SPECIALIZED TECHNIQUES AND RUNDOWNS.

REQUIREMENTS:

Study Technology is to be used throughout this course.

Processing requirements for course completion are mandatory. When you can apply the processes of the level easily you will be acknowledged as a:

CLASS VI, ADVANCED SPECIALIST CLEARING PRACTITIONER (ASCP).

Study the data in checksheet order. Do not go past a word you do not understand. Use a dictionary and for Alethiology terms use the LANGUAGE OF MIRACLES.

The checksheet is one time through materials and practical.

LENGTH OF COURSE: _____
(Agreement between CS and Student)

SECTION ONE: INTRODUCTION TO PART VI

- 1. READ: LEVEL VI - STYLES OF CLEARING _____
- 2. READ: MASTERY OF CLEARING CHART - CLASS VI _____

SECTION TWO: THE INTERIORIZATION RUNDOWN

- 1. READ: EXTERIORIZATION _____
- 2. READ: INTERIORIZATION RUNDOWN STEPS _____
- 3. READ: INTERIORIZATION BUTTONS _____
- 4. READ: THE INTERIORIZATION RUNDOWN USING R3R _____
- 5. DRILL: The Interiorization Rundown using R3R _____

6. READ: DATING AND LOCATING _____
7. DRILL: Dating and Locating _____
8. READ: DATING AND LOCATING CORRECTION LIST _____
9. READ: THE INTERIORIZATION RUNDOWN CORRECTION LIST _____
10. DRILL: The Interiorization Rundown Correction List _____

SECTION THREE: LISTING AND NULLING

1. READ: THE LAWS OF LISTING AND NULLING _____
2. EXERCISE: Memorize and recite each Law of Listing and Nulling _____
3. READ: OTHER KINDS OF LISTING ERRORS _____
4. READ: FLOATING NEEDLES ON LISTING _____
5. READ: UNREADING QUESTIONS AND ITEMS _____
6. DEMO: What happens when you list from an unreading listing question _____
7. DRILL: Checking Suppressed and Invalidated on a listing question _____
8. READ: LISTING TO A COMM LAG _____
9. READ: THE KEY RULES OF LISTING AND NULLING _____
10. DRILL: Nulling with Suppressed _____
11. READ: LISTING AND NULLING ADMIN _____
12. READ: LISTING AND NULLING DRILL _____
13. DRILL: LISTING AND NULLING DRILL _____
14. READ: USING WRONG QUESTIONS ON TWO WAY COMM _____
15. READ: THE BASICS OF LISTING AND NULLING _____
16. READ: CORRECTION OF LIST ERRORS _____
17. READ: L4 _____
18. DISCUSS: The handling of each line of the L4 with the Course Supervisor. _____
19. DRILL: Recite the L4 to no flubs _____
20. READ: LIST CORRECTION - THE SHORT L4 _____
21. DRILL: Each line of the Short L4 _____

22. READ: THE CAUSE OF ARC BREAKS _____
23. DEMO: All ARC Breaks are caused by By-Passed Charge _____
24. READ: REPAIR ASSESSMENT L1 _____
25. DRILL: Recite the L1 _____
26. DEMO: A right item _____
27. DEMO: A wrong item _____
28. DEMO: An incomplete list _____
29. DEMO: An overlisted list _____
30. EXERCISE: Give a short lecture on the subject of Listing and Nulling to the Course Supervisor or other students _____

SECTION FOUR: THE METHODS OF WORD CLEARING

1. READ: BARRIERS TO STUDY _____
2. DEMO: The three barriers to study. _____
3. READ: METHODS OF WORD CLEARING _____
4. DISCUSSION: Discuss each method of Word Clearing _____
5. CREATE: A WORD CLEARING CORRECTION LIST _____

SECTION FIVE: THE PTS RUNDOWN

1. READ: STABILIZATION _____
2. DEMO: A stable life _____
3. READ: THE ANTI-SOCIAL PERSONALITY _____
4. READ: MENTAL ILLNESS _____
5. READ: PSYCHOSIS _____
6. DEMO: How to detect an insane person _____
7. READ: SEARCH AND DISCOVERY _____
8. DEMO: The three types of PTS _____
9. READ: ON HUMAN BEHAVIOR _____
10. READ: THE NO GAIN CASE _____
11. CLAY DEMO: A suppressive person _____

12. READ: PTS HANDLING _____
13. READ: EDUCATING THE SUPPRESSED PERSON _____
14. READ: PTS INTERVIEWS _____
15. READ: THE SUPPRESSED PERSON (PTS) INTERVIEW _____
16. READ: MISTAKES AND ILLNESS _____
17. CLAY DEMO: PTS _____
18. READ: AFFINITY, REALITY AND COMMUNICATION _____
19. READ: HANDLING PTS SITUATIONS _____
20. READ: THE SOLUTION TO SUPPRESSION _____
21. READ: LIFE STABILIZATION DEFINITION SHEET _____
22. READ: COMPLETE PTS HANDLING STEP BY STEP _____
23. DISCUSS: The complete handling of a person who is PTS _____
24. READ: THE HIDDEN STANDARD _____
25. DEMO: A hidden standard _____
26. READ: SUPPRESSIVES AND HIDDEN STANDARDS _____
27. DEMO: How to find a suppressive person by tracing back a hidden standard _____
28. READ: THE SCALE OF EMOTIONS AND SUPPRESSION _____
29. READ: HOW TO SPOT A 1.1 _____
30. EXERCISE: Look up and clear the word “valence.” _____
31. READ: SUPPRESSION AND PROBLEMS _____
32. CLAY DEMO: People who become PTS are in the valence of those who caused them unsolvable problems - PTS people dramatize this by causing problems for others _____
33. READ: CLEARING PRACTITIONER ABILITY _____
34. DEMO: What happens when PTSness goes unhandled _____
35. READ: THE SUPPRESSED PERSON (PTS) INTERVIEW _____
36. DRILL: The PTS Interview _____
37. READ: THE SUPPRESSED PERSON RUNDOWN _____
38. READ: PROCESSES FOR THE SUPPRESSED PERSON RUNDOWN _____

39. READ: POLICIES ON “SOURCES OF TROUBLE” _____
40. READ: MORE ON PTS HANDLING _____
41. DISCUSS: Why it’s important to handle PTS conditions. _____
42. READ: CASE REMEDIES _____
43. READ: REMEDY B _____
44. READ: S & Ds _____
45. READ: THE MAIN TROUBLE IN S & D _____
46. READ: S & D ERRORS _____
47. READ: HOW A SUPPRESSIVE BECOMES ONE _____
48. DRILL: 3 S & Ds _____
49. READ: “MYSELF” AS AN ITEM _____
50. READ: S & D BY BUTTON _____
51. READ: THE PTS RUNDOWN _____
52. DRILL: THE PTS RUNDOWN _____
53. CREATE: A PTS RUNDOWN CORRECTION LIST _____

SECTION SIX: INVESTIGATIONS

1. READ: LOGIC _____
2. DEMO: Outpoint _____
3. READ: INVESTIGATORY PROCEDURE _____
4. READ: NARROWING THE TARGET _____
5. READ: SUMMARY OF OUTPOINTS _____
6. READ: MORE OUTPOINTS _____
7. READ: THE REAL WHY _____
8. READ: THE WHY IS GOD _____
9. READ: INVESTIGATIONS SERIES _____
10. READ: OUT-POINT PLUS-POINT CORRECTION LIST _____
11. DRILL: OUT-POINT PLUS-POINT CORRECTION LIST _____

SECTION SEVEN: HANDLING OVERRUN

1. READ: OVERRUN _____
2. READ: HIGH AND LOW RANGE ARM HANDLING
C/S SERIES 37R _____
3. DEMO: The phenomenon of High Range Arm and overrun. _____
4. READ: 37R PROCEDURE C/S SERIES 37R _____
5. READ: C/S SERIES 37R FLOW SHEET _____
6. DRILL: 37R _____

SECTION EIGHT: HIGH - LOW RANGE ARM ASSESSMENT

1. READ: PREPARED LISTS _____
2. READ: CORRECTION LISTS, USE OF _____
3. READ: CORRECTION LISTS _____
4. READ: HIGH-LOW RANGE ARM ASSESSMENT LIST
C/S SERIES 53 _____
5. READ: HANDLING THE C/S SERIES 53 _____
6. READ: THE BASIC ASSESSMENT FORM _____
7. READ: C/S RULES - PROGRAMMING FROM PREPARED
LISTS C/S SERIES 44 _____
8. READ: THE WORST TANGLE C/S SERIES 60 _____
9. READ: NULLING AND F/Ning PREPARED LISTS C/S SERIES 87 _____
10. READ: KNOW BEFORE YOU GO C/S SERIES 62 _____
11. READ: USE OF CORRECTION LISTS C/S SERIES 72 _____
12. DRILL: C/S SERIES 53 _____
13. READ: TYPES OF BUTTONS _____

SECTION NINE: LX LISTS

1. READ: OUT OF VALENCE _____
3. READ: LX LISTS _____
4. LOOK OVER: LX 3, 2, 1 _____
5. LOOK OVER: LX 3, 2, 1 DEFINITIONS _____
6. READ: BEING SOMEONE ELSE _____
7. READ: LX LIST HANDLING _____

8. DRILL: LX LISTS _____

SECTION TEN: CLEARING PRACTITIONER RIGHTS

1. READ: CLEARING PRACTITIONER RIGHTS _____

2. ORAL EXAM: CLEARING PRACTITIONER RIGHTS _____

SECTION ELEVEN: STUDENT COMPLETION

I have completed the requirements of this checksheet and I know and can apply this material.

Student Attest: _____ Date: _____

I have trained this student to the best of my ability and s/he has completed the requirements of this checksheet and knows and can apply the checksheet data.

Supervisor Attest: _____ Date: _____

SECTION TWELVE: CLEARING SECTION FOR STUDENTS

CLEARING REQUIREMENTS:

1. At least two different methods of Word Clearing _____

2. At least one major rundown (Int, PTS, Out Point/Plus Point, 37R, C/S Series 53, etc.) _____

3. Demonstrate the competence and confidence of a Class VI _____

I ATTEST THAT I HAVE COMPLETED THE ABOVE REQUIREMENTS FOR THE CERTIFICATE OF:

ADVANCED SPECIALIST CLEARING PRACTITIONER - CLASS VI

Student Attest: _____ Date: _____

Academy C/S Attest: _____ Date: _____

STYLES OF CLEARING

22 OCTOBER 1989

There is a style of Clearing for each class. By style is meant a method or custom of performing actions.

A style is not really determined by the process being run so much. A style is how the Clearing Practitioner addresses his task.

Style is how the Clearing Practitioner Clears. The real expert can do them all, but only after he can do each one. Style is a mark of Class. It is not individual. In our meaning, it is a distinct way to handle the tools of Clearing.

LEVEL ZERO - LISTEN STYLE CLEARING

At Level 0 the style is Listen Style Clearing. Here the Clearing Practitioner is expected to listen to the Pc. The only skill necessary is listening to another person. As soon as it is ascertained that the Clearing Practitioner is listening (not just confronting or ignoring) the Clearing Practitioner can be checked out. The length of time a Clearing Practitioner can listen without tension or strain showing can be a factor. What the Pc does is not a factor considered in judging this style. Pcs, however, talk to a Clearing Practitioner who is really listening.

Here we have the highest point that old time mental therapies reached (when they did reach it), such as psycho-analysis, when they helped anyone. Mostly they were well below this, evaluating, invalidating, interrupting. Avoidance of these three things is what the instructor in this style should try to put across to the beginning student.

Listen Style should not be complicated by expecting more of the Clearing Practitioner than just this: Listen to the Pc without evaluating, invalidating or interrupting.

Adding on higher skills like "Is the Pc talking interestingly?" or even "Is the Pc talking" is no part of this style. When this Clearing Practitioner gets in trouble and the Pc won't talk or isn't interested, a higher classed Clearing Practitioner is called in, a new question given by the supervisor, etc.

It really isn't "Itsa" to be very technical. Itsa is the action of the Pc saying "It's a this or It's a that." Getting the Pc to Itsa is quite beyond Listen Style Clearing Practitioners where the Pc won't. It's the Supervisor or the question given by the C/S that gets the Pc to Itsa.

The ability to listen, learned well, stays with the Clearing Practitioner up through the levels. One doesn't cease to use it even at Level IV. But one has to learn it somewhere and that's at Level Zero. So Listen Style Clearing is just listening. It thereafter adds into the other styles.

LEVEL ONE - MUZZLED STYLE CLEARING

This could also be called rote or repetitive style Clearing.

Muzzled Clearing has been with us many years. It is the stark total of CEs 0 to 4 and not anything else added.

It is called so because Clearing Practitioners too often added in comments, Qed and Aed, deviated, discussed and otherwise messed up a session. Muzzle meant a "muzzle was put on them," figuratively speaking, so they would only state the Clearing command and acknowledge.

Repetitive Command Clearing, using CEs 0 to 4, at Level One is done completely muzzled.

This could be called Muzzled Repetitive Clearing Style but will be called “Muzzled Style” for the sake of brevity.

It has been a matter of long experience that Pcs who didn’t make gains with the partially trained Clearing Practitioner who was permitted to “two way comm,” did make gains the instant the Clearing Practitioner was muzzled: to wit, not permitted to do a thing but run the process, permitted to say nothing but the commands and acknowledge them and handle Pc originations by simple acknowledgement without any other question or comment.

At Level One we don’t expect the Clearing Practitioner to do anything but state the command (or ask the question) with no variation, acknowledge the Pc’s answer and handle the Pc origins by understanding and acknowledging what the Pc said.

Those processes used at Level One actually respond best to muzzled Clearing and worst to misguided efforts to “Two Way Comm.”

Listen Style combines with Muzzled Style easily. But watch out that Level One sessions don’t disintegrate to Level Zero.

Crisp, clean repetitive commands, muzzled, given and answered often are the road out - not Pc wanderings.

A Pc at this Level is instructed in exactly what is expected of him, exactly what the Clearing Practitioner will do. The Pc is even put through a few “do birds fly?” cycles until the Pc gets the idea. Then the processing works.

A Clearing Practitioner trying to do muzzled repetitive Clearing on a Pc who, through past “therapy experience” is rambling on and on is a sad sight. It means that control is out (or that the Pc never got above Level Zero).

It’s the number of commands given and answered in a unit of Clearing time that gets gains. To that add the correctly chosen repetitive process and you have a release in short order, using the processes of this level.

To follow limp Listen Style with crisp, controlled Muzzled Style may be a shock. But they are each the lowest of the two families of Clearing styles - Totally Permissive and Totally Controlled. And they are so different that each is easy to learn with no confusion. It’s been the lack of difference amongst styles that confuse the student into slopping about. Well, these two are different enough - Listen Style and Muzzled Style - to set anybody straight.

LEVEL TWO - GUIDING STYLE CLEARING

An old time Clearing Practitioner would have recognized this style under two separate names: (a) Two Way Comm and (b) Formal Clearing.

We condense these two old styles under one new name: Guiding Style Clearing.

One first guides the Pc by “two way comm” into some subject that has to be handled or into revealing what should be handled and then the Clearing Practitioner handles it with formal repetitive commands. Finding terminals to run by two way comm and then running those terminals with formal repetitive commands is Guiding Style Clearing.

Guiding Style Clearing becomes feasible only when a student can do Listen Style and Muzzled Style Clearing well.

Formerly the student who couldn't confront or duplicate a command took refuge in sloppy discussions with the Pc and called it Clearing or "Two Way Comm."

The first thing to know about Guiding Style is that one lets the Pc talk and listens without chop, but also gets the Pc steered into the proper subject and then gets the job done with repetitive commands.

We pre-suppose the Clearing Practitioner at this Level has had enough case gain to be able to occupy the viewpoint of the Clearing Practitioner and therefore to be able to observe the Pc. We also pre-suppose at this level that the Clearing Practitioner, being able to occupy a viewpoint, is therefore more self-determined, the two things being related. (One can only be self-determined when one can observe the actual situation before one, otherwise a being is delusion-determined or other-determined).

Thus in Guiding Style Clearing, the Clearing Practitioner is there to find out what's what from the Pc and then apply the needful remedy.

The result for the Pc is a far-reaching re-orientation in Life.

Thus the essentials of Guiding Style Clearing consist of Two Way Comm that steers the Pc into revealing a difficulty or terminal, followed by a repetitive process to handle what has been revealed.

One does expert CEs, but one may discuss things with the Pc, let the Pc talk and in general one Clears the Pc before one, establishing what that Pc needs and then doing it with quick repetitive Clearing, but all the while alert to changes in the Pc.

At II one expects to handle a lot of chronic PTPs, perpetrations, ARC Breaks with Life but not session ARC Breaks. Handling session ARC Breaks is an assessment by needle action. Session ARC Breaks are sorted out by a higher classed Clearing Practitioner if they occur.

To get such things done (PTPs, perpetrations and other remedies) in the session the Clearing Practitioner must have a Pc "willing to talk to the Clearing Practitioner about his difficulties." That pre-supposes we have a Clearing Practitioner at this level who can ask questions, not repetitive, that guide the Pc into talking about the difficulty that needs to be handled.

Great command of CE 4 is the primary difference in CEs from Level I. One understands, when one doesn't by asking more questions, and by really acknowledging only when one has really understood it.

Guided comm is the clue to control at this Level. One should easily guide the Pc's comm in and out and around without chopping the Pc or wasting session time. As soon as a Clearing Practitioner gets the idea of finite result or, that is to say, a specific and definite result expected, all this is easy. Example: Pc has a PTP. Clearing Practitioner has to have the idea he is to locate and deactivate the PTP so Pc is not bothered about it (and isn't being driven to do something about it) as the finite result.

The Clearing Practitioner at II is trained to Clear the Pc before him, get the Pc into comm, guide the Pc toward data needful to choose a process and then to run the process necessary to resolve that thing found, usually by repetitive command and always by needle action and range arm.

One listens, but only to what one has guided the Pc into. One runs repetitive commands with good CE4. And one may search around for quite a while before one is satisfied he has the answer from the Pc needed to resolve a certain aspect of the Pc's case.

LEVEL THREE - ABRIDGED STYLE CLEARING

By Abridged is meant “abbreviated,” shorn of extras. Any not actually needed Clearing command is deleted.

For instance, at Level I the Clearing Practitioner always says when the Pc wanders off the subject, “I will repeat the Clearing command” and does so. In Abridged Style, the Clearing Practitioner omits this when it isn’t necessary and just asks the command again if the Pc has forgotten it.

In this style we have shifted from pure “rote” to a sensible use or omission as needful. We still use repetitive commands expertly, but we don’t use “rote” that is unnecessary to the situation.

Two Way Comm comes into its own at Level III.

We suppose at III that we have a Clearing Practitioner who is in pretty fine shape and can observe.

Needle usage is taught at Level III. Clearing by List is also taught. Clearing by List means the Clearing Practitioner reads down (assesses) a list of items looking for a reading item. When a reading item is found, the Clearing Practitioner skillfully takes the reading item to a floating needle.

In Abridged Style Clearing one may find the Pc (being cleaned up on a question from a list) giving half a dozen answers in a rush. One doesn’t stop the Pc from doing so, one “half acknowledges,” and lets the Pc go on. One is in actual fact handling a bigger Clearing comm cycle, that is all. The question elicits more than one answer which is really only one answer. And when that answer is given, it is acknowledged.

One sees when a needle is clean and one sees when it isn’t clean.

One asks a question of the Pc with the key word in it and notes that the needle doesn’t tremble, and so concludes the question about the word is flat and so doesn’t check it again. Example: “Has anything else been suppressed?” One eye on Pc, one on needle, needle didn’t quiver. PC looks non-committal. Clearing Practitioner says, “All right, on....” and goes on to next question, eliminating a Pc’s possible protest read that can be mistaken for another “suppress.”

In Abridged Style Clearing one sticks to the essentials and drops “rote” where it impedes case advance. But that doesn’t mean one wanders about. One is even more crisp and thorough with Abridged Style Clearing than in rote style.

One is watching what happens and doing exactly enough to achieve the expected result.

By “Abridged” is meant getting the exact job done - the shortest way between two points - with no waste questions.

By now the student should know that she runs a process to achieve an exact result and she gets the process run in a way to achieve that result in the smallest amount of time.

The student is taught to guide rapidly, to have no time for wide excursions.

The processes at this level are all rat-a-tat-tat processes, Clearing by List.

Again it’s the number of times the question is answered per unit of Clearing time that

makes for speed of result.

LEVEL IV - DIRECT STYLE CLEARING

By direct we mean straight, concentrated, intense, applied in a direct manner.

We do not mean direct in the sense of to direct somebody or to guide. We mean it is direct.

By direct, we don't mean frank or choppy. On the contrary, we put the Pc's attention on his bank and anything we do is calculated only to make that attention more direct.

It could also mean that we are not Clearing by vias. We are Clearing straight at the things that need to be reached to make somebody Clear.

Other than this the Clearing attitude is very easy and relaxed.

At Level IV we have Assessment type processes and Listing and Nulling.

These two types of process are both astonishingly direct. They are aimed directly at the Reactive Mind. They are done in a direct manner.

In assessment the Clearing Practitioner is aiming directly at the Pc's bank and wants no Pc in front of it thinking, speculating, maundering or Itsaing. Thus this assessment is a very direct action.

In Listing and Nulling (L&N) the Clearing Practitioner goes directly for the item.

All this requires easy, smooth, steel hand in a velvet glove control of the Pc. It looks easy and relaxed as a style; it is straight as a toledo blade.

The trick is to be direct in what's wanted and not deviate. The Clearing Practitioner settles what's to be done, gives the command and then the Pc may work for a long time, the Clearing Practitioner alert, attentive, completely relaxed.

In assessment the Clearing Practitioner often pays no attention to the Pc at all, as in ARC Breaks or assessing lists. Indeed, a Pc at this level is trained to be quiet during the assessment of a list.

The tests are: Can the Clearing Practitioner keep the Pc quiet while assessing without ARC Breaking the Pc? Can the Clearing Practitioner order the Pc to do something and then, the Pc working on it, can the Clearing Practitioner remain quiet and attentive for an hour, understanding everything and interrupt alertly only when he doesn't understand and get the Pc to make it clearer to him? Again without ARC Breaking the Pc.

You could call this style One Way Clearing. When the Pc is given his orders, after that it's all from the Pc to the Clearing Practitioner, and all involved with carrying out that Clearing instruction. When the Clearing Practitioner is assessing, it is all from the Clearing Practitioner to the Pc. Only when the assessment action hits a snag like a PTP is there any other Clearing style used.

This is a very extreme Clearing style. It is straight forward - direct.

But when needful, as in any level, the styles learned below it are often also employed, but never in the actual actions of getting an Assessment or L&N done.

LEVEL VI - ALL STYLE

So far, we have dealt with simple actions.

Now we have a Clearing Practitioner handling a meter and a Pc who Itsa's and cognites and gets PTPs and ARC Breaks and Line Charges and Cognites and who finds Items and lists and who must be handled, handled, handled all the way.

As Clearing Range Arm for a 2 1/2 hours session can go to 79 or 125 divisions (compared to 10 or 15 for the lowest level), the pace of the session is greater. It is this pace that makes perfect ability at each lower level vital when they combine into All Style. For each is now faster.

So, we learn All Style by learning each of the lower styles well, and then observe and apply the style needed every time it is needed, shifting styles as often as once every minute!

The best way to learn All Style is to become expert at each lower style so that one does the style correct for the situation each time the situation requiring that style occurs.

It is less rough than it looks. But it is also very demanding.

Use the wrong style on a situation and you've had it. ARC Break! No progress!

Example: Right in the middle of an assessment the needle gets dirty. The Clearing Practitioner can't continue - or shouldn't. The Clearing Practitioner, in Direct Style, looks up to see a puzzled frown. The Clearing Practitioner has to shift to Guiding Style to find out whatails the Pc (who probably doesn't really know), then to Listen Style while the Pc cognites on a chronic PTP that just emerged and bothered the Pc, then to Direct Style to finish the Assessment that was in progress.

The only way a Clearing Practitioner can get confused by All Style is by not being good at one of the lower level styles.

Careful inspection will show where the student using All Style is slipping. One then gets the student to review that style that was not well learned and practice it a bit.

So All Style, when poorly done, is very easy to remedy for it will be in error on one or more of the lower level styles. And as all these can be independently taught, the whole can be co-ordinated. All Style is hard to do only when one hasn't mastered one of the lower level styles.

EXTERIORIZATION

8 MARCH 1989

EXTERIOR 1. being on the outside of something. 2. the feeling and experience that one is larger than the body; the experience of being expanded beyond the limits of the body. 3. being out of and separate from the body.

EXTERIORIZATION 1. the state of being outside the body or being bigger than the body. (When this is done, the person achieves a certainty that he is himself and not his body.) 2. the feeling or experience of being larger than or expanding beyond the limits of the body (This feeling is commonly experienced in Clearing and sometimes in “awareness expansion seminars”). 3. the action of moving out of the body or the feeling of expanding beyond the limits of the body.

INTERIORIZE 1. to move into something.

INTERIORIZATION 1. the action of moving into something.

INTERIORIZATION RUNDOWN 1. a remedy designed to release a person from bad effects of interiorization after he has gone exterior and re-interiorized.

The ultimate goal of Clearing is exteriorization and the ability to exteriorize and interiorize from a body at will. Whenever an exteriorization occurs in a session with the Preclear looking and feeling good, the Clearing Practitioner quietly ends the session as the ultimate goal of Clearing has been achieved.

Exteriorization is a desired state. It demonstrates that an individual is not a body. The goal of Clearing is to exteriorize an individual from his or her body. This occurs at any level of Clearing. Exteriorization and being exterior are very enjoyable and pleasant states of existence; the individual feels more at cause over her surroundings. The individual feels expanded and powerful while losing the fear connected with being in a body.

Sometimes after a person has Exteriorized, as the result of Clearing or some other awareness-expanding practice, he or she may later Interiorize into the body with dire consequences. This Interiorization can reactively trigger earlier times of Interiorization where the person was hurt or injured and Interiorized.

Interiorization, after Exteriorizing, can be a reactive reminder of earlier, painful and unpleasant Interiorizations. This type of Interiorization can result in headaches, body aches and pains, a feeling of effort in life and a feeling of pressure from the environment. A person does not always react adversely to Interiorization, but when he does these are the clues.

After several unpleasant Interiorizations have occurred, the act of Exteriorizing may get reactively identified with Interiorization. Now the person may fear Exteriorization in further sessions as she knows now that this good feeling of Exteriorization leads to the bad feeling of Interiorization (i.e. pain = Interiorization = Exteriorization = Clearing). At this point Clearing can become a painful experience.

When unpleasant Interiorizations are not handled, an individual may feel it is necessary to leave or she may feel that she doesn't want more Clearing. After having been Exterior and now Interiorizing, she may feel that the only way to Exteriorize again is to take herself and her body out of the Clearing environment. This dramatization of Exteriorization/Interiorization contains these basics:

1. First Exteriorization is not acknowledged by the Clearing Practitioner. This invalidates the act and the state of Exteriorization.

2. The individual Interiorizes. Some or all of the unpleasant symptoms may occur.
3. The individual, wanting to be Exterior, leaves the Clearing scene because the Clearing environment has now been painfully and reactively identified with Interiorization.

The first step is to ACKNOWLEDGE EXTERIORIZATION.

This does not completely resolve the situation for the individual, since it is this current Interiorization (going in) which reactively triggers earlier unpleasant Interiorizations in the first place. Difficulty with Interiorization is cleared up by locating and running out Interiorizations. Interiorization, remember, is the act of going into something. If an individual is IN something, she must have gotten into it. The beginning of an Exteriorization is INTERIORIZATION in the first place. Interiorization is the more basic action.

The Being went INTO something before she went out of it. Exteriorization occurs at death. This is an engram. Interiorization occurs at birth. This is an engram. When somebody goes Exterior she is liable to key-in going Interior in the first place. But Interiorization always occurs earlier and is more basic than Exteriorization. You have to 'go into' something before you can 'go out' of it. That is why we Clear Interiorization and not Exteriorization. If we handle the earlier difficulty with Interiorization, the later difficulty with Exteriorization resolves spontaneously.

When an individual Exteriorizes during Clearing she can later painfully Interiorize; until the earlier INTERIORIZATIONS are cleared, she is put in the last part (Exteriorization) of an incident which began with Interiorization. The act of Exteriorization is late on a chain (which has hundreds of billions of like incidents earlier than it) and begins with Interiorization.

The individual with Interiorizations keyed-in and an unacknowledged Exteriorization, accompanied by one or all of the symptoms, has an OUT-INT (OUT-INTERiorization). OUT-INT means that a person, when she Interiorized, keyed-in all of the past Interiorizations with all of the accompanying MASS. The remedy for OUT-INT is to Clear INTERIORIZATIONS with the Interiorization (Int) Rundown. The goal of the Interiorization Rundown is an individual who can Exteriorize or Interiorize without keying-in the mass of past Interiorizations. When Int is "IN" the individual can go IN or OUT without reactivating mass. When this individual goes IN he or she can go OUT just by noticing that she is IN. Going IN or OUT are no longer traps.

A person may Interiorize with no bad consequences and Exteriorize at a later time in life or in another session. In fact, an individual may never experience any bad consequences from going in and out the body. However, if a Preclear has Exteriorized in Clearing or it is suspected that she has Exteriorized in Clearing and develops aches and pains or mental mass and pressure, the Interiorization Rundown is applied.

INTERIORIZATION RUNDOWN

STEPS

23 OCTOBER 1989

The symptoms of an out-int are:

1. Headaches and other bodily aches and pains (Interiorization has keyed-in earlier painful moments of interiorization).
2. High Range Arm, say above 4.0 (This is a manifestation of the mass resulting from the key-in of earlier similar painful moments of interiorization).
3. A case which was running well and is now difficult or impossible to Clear. (Occasionally, the new Pc manifesting 1 and 2 above will need an Int Rundown. One should look to see if the Pc was involved with earlier practices that could have caused him to exteriorize).
4. Sometimes, but not always, a tendency to be blowy (The Clearing environment has now become an A=A with the painful interiorizations and the Pc now wants to get away from this painful reminder. Also the Pc is dramatizing Exteriorization by trying to "exteriorize" physically from the Clearing environment by taking his body away from it).

These are the symptoms of out-int. You may not see all of them, but if the bypassed charge that is making Clearing difficult or impossible is an out-interiorization, then no other Clearing will handle the difficulty. No other Clearing or repair or correction will work over the top of an out-int. That is why we always say that "out-int" is checked and repaired before any other repair is attempted. One checks for "out-int" by noting the four symptoms above and additionally by assessing for reads on the Interiorization Buttons given below. Be sure one or more of these buttons read before proceeding with an Interiorization Rundown. An unnecessary Int Rundown can create more Bypassed Charge as does any unnecessary action. Also processing a Pc on the Interiorization Rundown over misunderstands can lead to the failure of this rundown. Be sure the Pc understands thoroughly the purpose and basic technology of the rundown.

STEPS OF THE RUNDOWN

1. Omit ruds of any kind and do not attempt an L1. If the Pc has an out-int these action will cause the Range Arm to go up. Simply start the session and go on to the following steps.
2. With the Pc on the meter, have him read the bulletin called EXTERIORIZATION. Clear up any confusion. Handle any misunderstood words. Help the Pc do a simple demo of the theory that: "In" is the earlier beginning of the earlier similar incident of "Out."
3. Check for having been Cleared after exteriorization. The Range Arm should come down with F/N VGIs and perhaps a cognition. If the exteriorization and subsequent difficulty with interiorization occurred in an earlier practice you have to change the wording to fit the earlierpractice and what happened in that practice. For example: Did you exteriorize in the training? Did you then do further training or processing after that exteriorization (or those exteriorizations).
4. Rehab this condition by getting or counting the number of times exteriorized. You should get an F/N VGIs and perhaps a cognition.

5. Clear and assess the following Interiorization Buttons:

GO IN	KICKED OUT OF SPACES
WENT IN	CAN'T GO IN
PUT IN	BEING TRAPPED
INTERIORIZED INTO SOMETHING	FORCED IN
WANT TO GO IN	PULLED IN
WANT TO GET OUT	PUSHED IN

6. Take the largest reading button and use the process for that button as given in the bulletin call INTERIORIZATION RECALL PROCESSES for Clears and those Preclears who are not capable of running R3R as yet. For those Preclears who are capable of running R3R use the commands in the bulletin called THE INTERIORIZATION RUNDOWN USING R3R.

7. When you have finished the first button, take the next longest reading button and run the processes for it. Run all reading buttons and then reassess and run any that are now reading. At some point, perhaps on the first button, the Pc will EP on this rundown with VGIs and an F/N. Don't go past this point, i.e., the point where the Pc is flat on the subject of interiorization.

The signal to do above steps is: Pc went exterior in Clearing or has been found to have gone exterior. It is better to do the rundown before the Pc develops all the symptoms of out-int like high Range Arm and somatics. Clearing will not run well when the Pc is Cleared past or after exteriorization. Have the Pc read the bulletin called EXTERIORIZATION and then clear and check the buttons for reads. If one or more buttons read, do the rundown. Do not, under any circumstance, give the rundown if none of the buttons read.

INT RD END PHENOMENA

Exteriorization is not the EP of the Int Rundown. If it happens that the Pc goes exterior during the rundown, end off gently as in any other Clearing. That is not the EP of the rundown. Normally you would continue the rundown in the next session.

THE EP OF THE INT RUNDOWN IS NO MORE CONCERN OR TROUBLE WITH EXTERIORIZATION OR INTERIORIZATION.

This is generally accomplished by Clearing the Pc to an F/Ning Int button list.

But there is another phenomenon that can occur while running the Int Rundown. It is vital that the Clearing Practitioner does not miss this should it happen.

It goes like this: You're going along and suddenly some mass discharges, down comes the Range Arm, you suddenly have a floating Range Arm, and that's it. The Pc has hit the EP.

If you proceed past that point you're in trouble. You don't then reassess the Int button list and you don't continue running the Quad Flows, even if all the flows have not yet been run on one reading button.

You do nothing put take you hands off the meter and gently end the session. If you do otherwise you can mess up a case.

It isn't necessarily exteriorization. Exteriorization could occur at the same time; however, we could not care less because exteriorization is not the EP of the rundown.

But at any point at which the above phenomenon occurs on the Int RD - mass moves off, the Range Arm comes crashing down and you can't keep the needle on the dial because the Range Arm itself is floating - you end off the rundown because you have the EP.

What has happened here is that you have blown the stuck flow of "going in."

Int sends the Range Arm up because the person has plowed deeper into more and more mass and come out of less and less mass. You have been Clearing the Pc on what has been for, for eons, a stuck flow of obsessively going in. At any point in the Clearing that stuck flow can suddenly give way. It heaves in the opposite direction, and the stuck flow of "going in" vanishes.

When that happens it's the end of the process, as that is all you want to accomplish with the Int RD.

If you were then to check the Int buttons (which you do not do at this point) you would find the Int buttons all F/Ning.

FUTURE CLEARING

When the Pc has attained the EP of Int, either on the above phenomenon or by reassessing the Int buttons and running them on the flows to an F/Ning Int button list, one should now be able to Clear the Pc even after exteriorization. However, the bulletin EXT AND ENDING SESSION would still be applied.

INTERIORIZATION TWO WAY COMM

The Interiorization Rundown is always followed by a final session with "2 way comm on interiorization-exteriorization."

If the interiorization Clearing has to be repaired, that is done first.

An Interiorization Rundown is never complete until an additional later session is given to 2 way comm on interior-exterior.

It is usually the case that the Pc did not fully cognite when he had the Int Rundown. His Range Arm may still be high after an Int RD session. What is needed is an additional 2 way comm session where the Pc usually cognites and completes the rundown. This 2 waycomm session should be scheduled for at least 24 hours after the completion of the Int RD steps. It certainly shouldn't be scheduled any more than 4 or 5 days later. It must be another session preferably on another later day.

In the 2 way comm session the Clearing Practitioner gives the Pc the R-factor that he is going to ask some questions about interiorization and exteriorization.

The Clearing Practitioner then asks the Pc how he feels about interiorization, based on the Int button(s) that was assessed and run, and then asks him how he feels about exteriorization. The Clearing Practitioner can also 2 way comm the subject of Interiorization in general. It is pretty flexible; just keep the Pc talking about the subject of the rundown until he completes any incomplete cognitions and get the requisite F/N VGIs.

This should complete the rundown and now the Pc can continue on up the Life Expansion Chart to Clear and beyond.

INTERIORIZATION BUTTONS

21 SEPTEMBER 1989

GO IN

WENT IN

INTERIORIZED INTO SOMETHING

PUT IN

WANT TO GO IN

CAN'T GET IN

CAN'T GO IN

WANT TO GET OUT

KICKED OUT OF SPACES

BEING TRAPPED

FORCED IN

PULLED IN

URGENTLY TRYING TO LEAVE SOMEPLACE

WANT TO BLOW

THE INTERIORIZATION RUNDOWN USING R3R

23 OCTOBER 1989

The following are the R3R Quad Flows for each of the Interiorization buttons.

1. GO IN/WENT IN:

R3R F1: Locate an incident when you went in.

R3R F2: Locate an incident when you caused another to go in.

R3R F3: Locate an incident when another caused another or others to go in.

R3R F0: Locate an incident when you caused yourself to go in.

2. PUT IN:

R3R F1: Locate an incident when you were put in something.

R3R F2: Locate an incident when you put another in something.

R3R F3: Locate an incident when another put another or others in something.

R3R F0: Locate an incident when you put yourself in something.

3. INTERIORIZED INTO SOMETHING:

R3R F1: Locate an incident when you interiorized into something.

R3R F2: Locate an incident when you interiorized another into something.

R3R F3: Locate an incident when another interiorized another or others
into something.

R3R F0: Locate an incident when you interiorized yourself into something.

4. WANT TO GO IN:

R3R F1: Locate an incident when you wanted to go into something.

R3R F2: Locate an incident when you caused another to want to go into something.

R3R F3: Locate an incident when another caused another or others to want to go
into something.

R3R F0: Locate an incident when you caused yourself to want to go
into something.

5. CAN'T GET IN:

R3R F1: Locate an incident when you couldn't get in.

R3R F2: Locate an incident when you caused another to be unable to get in.

R3R F3: Locate an incident when another caused another or others to be unable to get in.

R3R F0: Locate an incident when you caused yourself to be unable to get in.

6. KICKED OUT OF SPACES:

R3R F1: Locate an incident when you were kicked out of spaces.

R3R F2: Locate an incident when you caused another to be kicked out of spaces.

R3R F3: Locate an incident when another caused another or others to be kicked out of spaces.

R3R F0: Locate an incident when you caused yourself to be kicked out of spaces.

7. CAN'T GO IN:

R3R F1: Locate an incident when you couldn't go in.

R3R F2: Locate an incident when you caused another to be unable to go in.

R3R F3: Locate an incident when another caused another or others to be unable to go in.

R3R F0: Locate an incident when you caused yourself to be unable to go in.

8. BEING TRAPPED:

R3R F1: Locate an incident when you were being trapped.

R3R F2: Locate an incident when you were trapping another.

R3R F3: Locate an incident when another was trapping another or others.

R3R F0: Locate an incident when you were trapping yourself.

9. FORCED IN:

R3R F1: Locate an incident when you were forced in.

R3R F2: Locate an incident when you forced another in.

R3R F3: Locate an incident when another forced another or others in.

R3R F0: Locate an incident when you forced yourself in.

10. PULLED IN:

R3R F1: Locate an incident when you were pulled in.

R3R F2: Locate an incident when you pulled another in.

R3R F3: Locate an incident when another pulled another or others in.

R3R F0: Locate an incident when you pulled yourself in.

11. WANT TO GET OUT:

R3R F1: Locate an incident when you wanted to get out.

R3R F2: Locate an incident when you caused another to want to get out.

R3R F3: Locate an incident when another caused another or others to want to get out.

R3R F0: Locate an incident when you caused yourself to want to get out.

12. PUSHED IN:

R3R F1: Locate an incident when you were pushed in.

R3R F2: Locate an incident when you caused another to get pushed in.

R3R F3: Locate an incident when another caused another or others to get pushed in.

R3R F0: Locate an incident when you caused yourself to be pushed in.

To get the earlier command just substitute “Is there and earlier...” for “Locate...” in each of the commands above.

DATING AND LOCATING

22 SEPTEMBER 1989

Axiom 30: "The general rule of Clearing is that anything which is unwanted and yet persists must be thoroughly viewed, at which point it will vanish."

Excerpt from Axiom 38: ". . . Truth is the exact time, place, form and event . . . Thus we see that the discovery of Truth would bring about an As-is-ness by actual experiment."

A Being knows that if he could remember the exact place a thing had been generated, the exact time and the exact conditions, and the exact person who did it, he would then get a disappearance of the thing.

Dating is the action the Clearing Practitioner takes to help the Pc spot the exact time when something happened.

Locating is the action the Clearing Practitioner takes to help the Pc spot the exact place where something happened.

By dating and locating, getting the exact time and place a specific thing happened, the Pc is able to blow the mass and energy connected with the occurrence which has hung him up at that point.

Date/Locate is very effective in handling points of overrun, wins that have been bypassed or invalidated in some way, moments of loss, trauma, painful emotion, or any of various stuck points of this nature. It is also used in the correction of wrong dates or wrong locations given to the Pc in previous Clearing.

In any of these cases the Pc will be somewhat stuck at these points, or at the very least will have some attention units hung up at these points, and getting the exact "when" and "where" will unstuck him.

That which is viewed in its own time, place, form and event can be as-ised.

WHY YOU DATE AND LOCATE

A person can have a wrong date for an incident, or he might have a date totally occluded. He might have a confusion on two incidents, thinking that one happened before the other when it is actually vice versa. He could have two incidents collapsed into one, time-wise. Or, more severely, he can be stuck in the time of an incident which acts as a present time for him. In other words, that time is still in existence for him in present time. He is seeing things from that point in time.

By dating it exactly you blow the stuck viewpoint in time. You see it as a blowdown on the meter and the Pc will feel the sudden dissipation of mass.

The question might then arise: If you have dated an incident to a "blow," what is there left to blow on the Locate step? The answer is that, in addition to stuck viewpoint in time, a person can have a stuck viewpoint of location.

Since he had the wrong time, he could, as well, have the wrong location, or an occluded location, or a confusion between two or more locations. He could be quite stuck in a past location. That past location is still in existence for him. The point of view from that location is still there for him.

So you date and locate. Finding when it was and where it was blows both the mass connected with time of the incident and the mass connected with the place of the incident. Getting the precise date and location blows him out of these stuck points and allows him to move into present time.

Sometimes during dating the Pc spots the correct past location simultaneously with getting the correct date, and it (the location) then blows at the same time. The Clearing Practitioner must know that this can occur and recognize when it does as he would not then rotely try to put the Pc through the Locate steps.

DATE/LOCATE IS NOT A ROTE PROCEDURE

While Date/Locate is a precise action, it is by no means a rote procedure. The Clearing Practitioner must know the theory of the action if he is to Date/Locate successfully. He must understand that he takes the Pc's data and he works with the Pc to get the correct data. Robotic application of the steps will not only not produce the desired result but can result in messing up a case badly.

BLOW

Definition of a blow: The sudden dissipation of mass in the mind with an accompanying feeling of relief.

This definition must be understood by both the Clearing Practitioner and the Pc. It is cleared with the Pc before beginning the Date/Locate steps. Have the Pc demo it, using a demo kit, if necessary, so he has no confusion on it.

The Clearing Practitioner must not Q&A with a blow. If he sees a BD on the meter, that is the blow. Sometimes the Pc will not be sensitive to the blow phenomenon, and if the Clearing Practitioner goes beyond this point, an overrun will occur.

METERING

During Date/Locate the Pc is on the meter but the Clearing Practitioner is consulting the Pc and getting the Pc's answers, while also keeping an eye on the meter. He does not resort to meter dating or meter locating unless the Pc himself gives up on one or the other of these steps.

A Pc can be made more dependent on the meter or can be made more independent of the meter, depending upon the way the meter is used by the Clearing Practitioner. If the Pc's case is improving, he becomes more independent of the meter. This is the direction you want to go.

Rule: Use the meter to date and verify date correctness by all means but only after the Pc has been unable to come up with the date."

The same rule would apply to using the meter on the Locate steps.

TIME

When dating anything, you are using a system of time measurement. There are various systems for measuring time, and as time is basically a postulate or consideration, there is no absolute system for measuring time. Time can be measured in terms of years ago. It can be measure in terms of year, month and day (1918 AD, January 1st). These two systems are applicable to this planet, as the term "year" is the time it takes this planet called Earth to complete an orbit around its central star called the Sun. Other systems can and have been used

on the Whole Track where time periods are quite large. The whole point is to use the system the Pc is using, because the whole point of dating is to blow a past time that the Pc is stuck in. And the Pc will very often use the dating system of the time he is stuck in. It doesn't matter what system of time measurement the Pc uses. It is important that the Clearing Practitioner accepts and uses the system the Pc is using and doesn't try to change it.

You're first going to ask the Pc, "When was it?" He may tell you in terms of "years ago" or "weeks ago." Or he may say, "It was 1890" or "It was the 24th of August 1672." Or he may use an earlier track system of dating. Either way, you take it, and if he has said "High noon on May 2nd, 1912," you don't then ask, "How many years ago?" as he has just told you, and your question would be altering the dating system the Pc is using.

YOU CAN USE ANY SYSTEM OF TIME MEASUREMENT IN DATING; THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.

It is remarkable that a Pc can date something that happened earlier than this planet in terms of years ago. He can by some sort of mental computer, but the Clearing Practitioner mustn't require that the Pc convert a date to some other system.

And when the Pc has it, the Clearing Practitioner doesn't then alter-is it in sequence. Found by years - months - weeks - days - hours - minutes - seconds and fractions of a second, one doesn't then call it back by day, year, month, as it tangles the Pc. It is called back in the same order.

WHEN CALLING BACK A DATE AS AN INDICATION, ALWAYS CALL IT BACK IN THE SAME SEQUENCE THAT THE DATE WAS FOUND OR GIVEN.

IMPLANT DATES/ACTUAL DATES

Implant dates usually only give small reads, whereas actual dates read well. If you suspect that you are getting false dates out of an implant, you meter check "Implant date?" and you'll get a read on that question, and the false implant date will no longer read. The actual date will read well.

Meter check to see if it is:

- a) a false date from an implant?
- b) an actual date?

and the meter read will tell.

DATING

THE PURPOSE OF DATING IS TO GET A BLOW OF THE MASS CONNECTED WITH THE PAST TIME THE PC IS STUCK IN.

Whether the Pc gives the date, or whether the Clearing Practitioner has to meter date it, you must remember that all you are going for is a blow.

Sometimes you will get a blow as easily as the Pc saying, "It was a long time ago." A blow is accompanied by a BD and F/N (sometimes a definite Long Fall). So be alert when dating for a sudden LF or BD and F/N. And if the Pc doesn't originate that it blew, indicate it to him so you won't go on trying to date to blow something that has already blown!

Very often a date has to be dated precisely down to the fraction of a second in order to

get a blow.

If there is no blow on Pc giving the date, or on Clearing Practitioner meter dating it, you then call the date back as an indication and it will blow. If it doesn't, it is because there is an error in the date, or the Clearing Practitioner altered the date or its sequence in calling it back, or there already was a blow on dating that wasn't noticed and was overrun.

Usually a Pc will need help from the Clearing Practitioner to start with, and the Clearing Practitioner might need to do the whole dating drill on the meter, establishing the order of magnitude and every part of the date on the meter. Then the Pc's ability improves, and the Pc starts to become more able to find dates himself. The Clearing Practitioner must be alert for this and accept the Pc's data and never challenge, meter check or invalidate the Pc's data. Sometimes the Pc will blurt the whole date out at once, and the Clearing Practitioner must be ready to write this down accurately and call it back accurately.

LOCATIONS AND DISTANCE

When locating something you are using direction and a system of measurement of distance. Just as time is basically a consideration, so is distance. And there are many systems of measuring distance, both on this planet and earlier on the track. Distance can be measured in miles, kilometers, light-years (the distance light travels in a year), to name a few. In one Whole Track space opera civilization, intergalactic distances were measured by the number of "days of Hylan spaceflight." You will probably find that the Pc will tend to use the system of measurement of distance that was used at the time of the past location that he is stuck in. Just as a Pc can use a sort of mental computer to convert Whole Track dates into "years ago," he can also mentally convert some distances into "miles." But the Clearing Practitioner never expects him to do so and never asks him to.

YOU CAN USE ANY SYSTEM OF MEASUREMENT OF DISTANCE IN LOCATING, THE IMPORTANT THING IS THAT YOU USE THE SYSTEM THE PC IS USING.

And when you have the distance you must call it back accurately, and not alter-is it in sequence.

WHEN CALLING BACK A DISTANCE AS AN INDICATION, ALWAYS CALL IT BACK ACCURATELY, AND IN THE SAME SEQUENCE THAT IT WAS GIVEN OR FOUND.

LOCATING

THE PURPOSE OF LOCATING IS TO GET A BLOW OF THE PAST LOCATION THE PC IS STUCK IN.

As in dating the Clearing Practitioner may have to help the Pc with the meter but usually the Pc will be able to find and give the data, and the Clearing Practitioner never resorts to the meter if the Pc can get it.

And you may get a blow on the "direction step" alone or on the Pc realizing it happened somewhere else, or "not here" or "Greece" or whatever. The Clearing Practitioner must be alert for the LF or BD and F/N and indicate to the Pc that it blew if it looks like it did, so as not to go on trying to get a blow of a location that has already blown!

Usually if you don't get a blow on finding the direction and distance, you will get a blow on calling the location back to the Pc as an indication. If not there is an error in the direction or distance or the Clearing Practitioner altered it in calling it back.

In locating, the Clearing Practitioner is getting the past physical location, i.e., the Clearing Practitioner gets the direction, distance, what galaxy, star, planet, country, etc. pinpointing it down to the exact location in space where it happened.

But these items are not taken up rotely; one uses the questions that apply.

For example, if it occurred “next door” one would not ask “What planet?” Or if the Pc has said it’s “two years ago” when dating, in locating one doesn’t then ask “What galaxy?” as, of course, it’s this one. Or what star, either. If you start asking “What galaxy?” on an incident on Earth the Pc is thrown backtrack.

And if it happened outside a town in the open you wouldn’t ask what city, house, or street or room, either. You must use the questions that apply.

The Pc is of course IN the Clearing room. One doesn’t ask where he is. And it’s never “Who else was there?” or “What else is there?” as these things put the Pc down the track. One does not try to run engrams at the same time one is doing the Locate step. It is simply location. Where? What? How far? Location.

In locating, if there is no instant blow when the location is fully spotted and it seems correct, the location is called back to the Pc. It usually blows when it is called back to the Pc after it is known.

SUMMARY

A CORRECT DATE, ESPECIALLY IF TAKEN DOWN TO SECONDS AND FRACTIONS OF A SECOND, WILL CAUSE A BLOW OF MASS.

A CORRECT LOCATION, ESPECIALLY IF TAKEN DOWN TO MINUTE INCREMENTS OF DISTANCE, WILL CAUSE A BLOW OF MASS.

Date/Locate, when done correctly, quickly and smoothly, works well and is successful. The longer it takes the more it will restimulate all sorts of other things which have nothing to do with the course of action.

The Date/Locate steps must not be done robotically. One has to understand the mechanics of how it’s done and why.

The essence of Date/Locate is to bring the Pc to PT by erasing the mass connected to the date by spotting and by erasing the mass connected to the location by spotting, as the Pc is out of PT fixed by both date and location.

DATE / LOCATE CORRECTION LIST

15 MAY 1987

If you get a bog on dating after trying everything, meter check:

1. Wrong date?
2. Incompletely dated?
3. Implant date?
4. Some part of the date was incorrect?
5. Already blown?

and handle what reads, and you will get a blow - F/N.

If you get a bog on locating and have tried every thing, meter check:

1. Wrong direction?
2. Wrong distance?
3. Incompletely located?
4. Already blown?

and handle what comes up, and you will get a blow - F/N.

INTERIORIZATION RUNDOWN

CORRECTION LIST

13 NOVEMBER 1988

This list can be assessed method 3 or method 5, depending on the situation. The Clearing Practitioner can switch to more specialized correction lists such as the L3 or L4, etc. as needed.

1. WAS THERE A WRONG INDICATION? _____
2. DID YOU NOT GO EXTERIOR IN THE FIRST PLACE? _____
3. DID YOU FEEL FINE ABOUT INTERIORIZATION? _____
4. HAVE YOU BEEN CLEARED OVER AN ARC BREAK? _____
5. HAVE YOU BEEN CLEARED OVER A PROBLEM? _____
6. HAVE YOU BEEN CLEARED OVER A WITHHOLD? _____
7. HAS SOMETHING BEEN OVERRUN? _____
8. HAVE WE GONE PAST A BIG WIN? _____
9. HAS SOMETHING BEEN LEFT UNFLAT? _____
10. HAS ANYTHING BEEN CUT SHORT? _____
11. WAS THERE A MISUNDERSTOOD? _____
12. WAS SOMETHING NOT FULLY UNDERSTOOD? _____
13. WERE YOU CONFUSED ABOUT SOMETHING? _____
14. WERE YOU THINKING OF LEAVING? _____
15. ARE YOU AFRAID THAT IF YOU GET OUT YOU WILL CAUSE DAMAGE? _____
16. WOULD LETTING YOU OUT BE A PERPETRATION _____
17. HAVE YOU FAILED TO GET OUT IN AN EARLIER PRACTICE OR RELIGION? _____
18. DO YOU JUST MOVE BACK INTO THE BODY AND PUSH AGAINST IT? _____
19. HAS ANYTHING BEEN MISSED? _____
20. IS SOMETHING ELSE WRONG? _____
21. HAS THERE BEEN AN UNNECESSARY ACTION? _____
22. WAS THERE NOTHING WRONG IN THE FIRST PLACE? _____

THE LAWS OF LISTING AND NULLING

17 OCTOBER 1988

The following laws are the ONLY important rules of listing and nulling. If a Clearing Practitioner doesn't know these she will mess up Pcs thoroughly and awfully. A Clearing Practitioner who doesn't know and can't apply these is not a Class IV Clearing Practitioner.

LAWS

1. When listing, the correct item gives an LFBD F/N.
2. When nulling, the definition of a complete list is a list which has only one reading item on the list.
3. A Range Arm rising means the list is being overlisted (too long).
4. A list can be underlisted in which case nothing can be found on nulling.
5. If more than one item reads on nulling, the list must be extended.
6. If after a session the Range Arm is still high or goes up, a wrong item has been found.
7. If the Pc says it is a wrong item it is a wrong item.
8. The question must be checked and must read as a question before it is listed. Items listed from a non-reading question will give you a "Dead Horse," (no item).
9. If the item is on the list and nothing read on nulling, the item is suppressed or invalidated.
10. On a suppressed list, it must be nulled with suppressed. "On has anything been suppressed?"
11. On an invalidated list, it must be nulled with invalidated. "On has anything been invalidated?"
12. On an item that is suppressed or invalidated the read will transfer exactly from the item to the button and when the button is gotten in the item will again read.
13. An item from an overlisted list is often suppressed.
14. On occasion when you pass the item in nulling, all subsequent items will read to a point where everything on the list will then read. In this case take the first which read on first nulling.
15. An underlisted or overlisted list will ARC Break the Pc and he may refuse to be Cleared until the list is corrected, and may become furious with the Clearing Practitioner and will remain so till the list is corrected.
16. Listing and nulling or any Clearing at all beyond an ARC Break without handling the ARC Break first, such as correcting the list or otherwise locating the BPC, will put a Pc into a "sad effect."
17. A Pc whose attention is on something else won't list easily. (List and null only with the rudiments in on the Pc).

18. A Clearing Practitioner whose CEs are out has difficulty in listing and nulling and in finding items.
19. Listing and nulling errors in the presence of Clearing Practitioner's Code violations can destabilize a Pc.
20. The lack of a specific listing question or an incorrect non-standard listing question which doesn't really call for an item will give you more than one item reading on a nulled list.
21. You cease listing and nulling actions when a floating needle appears.
22. Always give a Pc his item and circle it plainly on the list.
23. Listing and nulling are highly precise Clearing actions and if not done exactly by the laws may bring about a down emotional level and slow case gain, but if done correctly exactly by the laws and with good Clearing in general will produce the highest gains attainable.

OTHER KINDS OF LISTING ERRORS

8 DECEMBER 1988

Any item found out of session or by a non-Clearing Practitioner is suspect of being a Listing and Nulling (L&N) error even though no list was made.

A CORRECT L&N ITEM MUST BD AND F/N.

So treat such items as you would list errors and try to reconstruct the list and either confirm the item or locate the real item (may have been invalidated and/or suppressed) or extend the list and get the right item.

The right item will BD F/N.

One can establish what the situation is by doing an L4 correction assessment.

SELF CLEARING

The commonest reason for self Clearing is a wrong or unfound L&N item.

People can go around and self list or self Clear trying to get at the right item after an error has been made.

REACTION

NOTHING PRODUCES AS MUCH CASE UPSET AS A WRONG LIST ITEM OR A WRONG LIST.

Even, rarely, an ALETHANETIC LIST can produce wrong list reactions. Ask the Pc for his somatics and he blows up or goes into apathy or blows. Or he attacks the Clearing Practitioner.

ALL of the more violent or bad reactions on the part of the Pc come from out-lists.

Nothing else produces such a sharp deterioration in a case or even illness.

OUT LISTS

Therefore when one gets a sharp change in a case (like lowered emotional level, violence, blows, long notes from the Pcs, self C/Sing, etc. etc.) the C/S SUSPECTS AN OUT LIST.

This outness can occur in regular sessions even when the item was said to BD F/N.

It can occur in "Coffee Shop" (out of session Clearing of someone) or poorly trained or untrained staff members or even in life.

PTS

When such actions as finding items by non-Clearing Practitioners are done on people the situation can be bad, so one also suspects the person to be PTS to someone or something.

"PTS" does not communicate well in an assessment question (it would be incorrect to say, "Are you PTS to someone or something?") so one says, "Is someone or something hostile

to you?” or “Are you connected to someone or something that doesn’t agree with you?”

REPAIRS

The main things to know when doing such repairs are (a) that such situations as wrong lists or upset people can occur in an group where untrained people are also using meters and (b) THAT IT IS UP TO THE C/S TO SUSPECT, DETECT AND GET THEM HANDLED IN REGULAR SESSION.

Do not ignore the possible bad influence.

As the good outweighs the bad in such cases, it is not a correct answer to forbid such actions.

It is a correct answer to require all such actions and worksheets become part of the folder.

And do not ignore the effect such actions can have on cases and do not neglect to include them in C/Ses before going on with the regular program.

They can all be repaired.

FLOATING NEEDLES ON LISTING

5 JANUARY 1989

In sessions where the process being run on a Pc involves a listing question, please note that after the listing question has been thoroughly cleared with the Preclear and then given to the Pc that the process is being run.

Should it happen, then, that while the Pc is actually listing off the question, and has not gone momentarily out of session, and the needle floats, this is the flat point or end phenomenon of the process and the whole subject and all further steps of it are dropped at once even though an item has not been found.

Whatever charge was on the listing question has blown, either with or without the Preclear being analytically aware of it.

To continue the process beyond this point is an overrun.

If the needle floats while the Pc is in session listing off a question, then there is no charge left on that question and there will be no item to fit into the second leg of the process.

The process has served its purpose which was to blow the charge on the subject of the reading question.

With training as immaculately precise as it is and Clearing Practitioners' comm cycles becoming effortlessly superlative, the gradients of our technology are so fine that the results of each process on each level will be achieved faster and faster.

Sometimes the velocity of the processing is such that the end phenomenon will occur on the process without the Preclear being aware of what has happened. Ending the process at this point then gives the Preclear the chance to move into the velocity of the process.

UNREADING QUESTIONS AND ITEMS

8 DECEMBER 1988

Never list a listing question that doesn't read.

Never prepcheck an item that doesn't read.

These rules hold good for all lists, all items, all flows, including Alethanetic Clearing.

A "tick" or a "stop" is not a read. Reads are small falls or falls or long falls or long fall blowdown (of the Range Arm).

A Preclear's case can be gotten into serious trouble by listing a list that doesn't read or prepchecking an item that doesn't read or running an item or flow that doesn't read.

On a list, this is the sort of thing that happens:

The list is "Who or what would fly kites?" The C/S has said to "List this to a BD F/N item." So the Clearing Practitioner does list it without checking for a read on the listing question. The list can go on 99 pages with the Pc protesting, getting upset. This is called a "Dead Horse List" because it gave no item. The reason it didn't was that the list question itself didn't read. One does an L4 on the Pc to correct the situation and gets "unnecessary action."

On a list that is getting no item you don't extend. You correctly use L4 or any subsequent issue of it. If you extend a "dead horse list," you just make things worse. Use an L4 and it will set it right.

This weird thing can also happen. C/S says to list "Who or what would kill buffaloes?" The Clearing Practitioner does, gets a BD F/N item "A hunter." The C/S also says to list a second action "Who or what would feel tough?" The Clearing Practitioner fails to test the question for read and lists it. Had he tested it, the list would not have read. But the list comes up with an item, "A mean hunter." It has stirred up charge from the first question and the item "A mean hunter" is a wrong item as it is a misworded variation of the first list's item! Now we have an unnecessary action and a wrong item. We do an L4 and the Pc is still upset as maybe only one or the other of the two errors read.

In an Alethanetic "list" one is not doing a listing action. One is only trying to find a somatic or sensation, etc. that will run. The item must read well or it won't produce a chain to run. In actual fact the Alethanetic list question does usually read but one doesn't bother to test it.

But an item or flow that doesn't read will produce no chain, no basic and the Pc will jump around the track trying but just jamming up his bank.

The moral of this story is:

ALWAYS TEST A LISTING QUESTION BEFORE LETTING THE PC LIST.

ALWAYS MARK THE READ IT GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

ALWAYS TEST AN ITEM FOR READ BEFORE PREPCHECKING AND ALWAYS CHECK AN ITEM AND FLOW BEFORE RUNNING RECALLS OR ENGRAMS.

ALWAYS MARK THE READ AN ITEM GAVE (SF, F, LF, LFBD) ON THE WORKSHEET.

CHARGE

The whole subject of “charge” is based on this. “Charge” is the electrical impulse on the case that activates the meter.

“Charge” shows not only that an area has something in it. It also shows that the Pc has possible reality on it.

A Pc can have a broken leg, yet it might not read on a meter. It would be “inaccessible” charge and below the Pc’s reality. So it won’t read.

THINGS THAT DON’T READ WON’T RUN.

The Case Supervisor always counts on the CLEARING PRACTITIONER to test questions and items and flows for read before running them.

The Clearing Practitioner, when a question or item or flow doesn’t read, can and should always put in “Suppress” and “Invalidate.” “On this (question) (item) (flow), has anything been suppressed?” “On this (question) (item) (flow) has anything been invalidated?” If either one read, the question or item or flow will also read. The Case Supervisor counts on the CLEARING PRACTITIONER to use Suppress and Invalidate on a question or item or flow. If after this there is still no read on the question or item or flow, that’s it. Don’t use it, don’t list it. Go to the next action on the C/S or end off.

LISTING TO A COMM LAG

8 DECEMBER 1988

The reason some Pcs have excellent results on listing and the reason some don't, lies entirely with the Clearing Practitioner.

The dominant rules are two:

1. Don't force the Pc to list more items than she has and,
2. Don't prevent the Pc from giving items.

The listing question is asked. The Pc answers until he or she comm lags. The Clearing Practitioner then acknowledges and goes instantly to checking to see if the listing question is still reading or to nulling the list, at the Clearing Practitioner's discretion. If the listing question is still reading, he extends the list; if the listing question is not reading, he immediately nulls the list.

A LISTING QUESTION IS RUN TO FIRST COMM LAG. How long is a comm lag? It is the pause before the strained grope.

A Pc's decline in answering goes as follows:

1. Bright rapid giving.
2. Comm lag while looking.
3. Groping for more.
4. Comm lag while groping.
5. Can't quite say it.
6. Starts picking up and rejecting.

From number 3. above onward the Clearing Practitioner is at fault. Right at the end of number 2. above the Clearing Practitioner acks and checks the listing question for a read.

However, never interrupt if the Pc is still looking inward. Wait until the Pc looks up at you.

The Clearing Practitioner takes only the bright, easily-gotten answers.

Listing is a rapid action. The way to keep it rapid is to deftly see that the Pc has given all and then get out of there!

Clearing Practitioners whose Pcs dope and grope will soon have Pcs that mope.

The Clearing Practitioner avoids Q and A. The Clearing Practitioner never repeats an item back to the Pc or asks if it fits on the listing question. The Clearing Practitioner's role is permissive with good presence.

If the Clearing Practitioner does not understand an item, he or she says so but does not include any repeat of the item in saying so. That's evaluation.

Listing is slightly contrary to regular Clearing where you always wait through the

comm lag for the Pc to answer. As in CE 4, if the Pc stops giving answers, the Clearing Practitioner encouraged the Pc to give more answers. In listing this is never done.

Then, if the Pc comm lagged, the Clearing Practitioner flattened it. In listing one never flattens a comm lag. One shifts the moment the first comm lag appears but without startling the Pc.

Listing is different. The Pc is always right. In listing if you get a Pc to give more items or prevent the Pc from giving those items he has readily at hand, the whole case may have to be patched up before it will Clear.

THE KEY RULES OF LISTING AND NULLING

8 DECEMBER 1988

LISTING: The Clearing Practitioner's action in writing down items said by the Pc in response to a question by the Clearing Practitioner.

NULLING: The Clearing Practitioner's action in saying items from a list to a Pc and noting the reaction of the Pc by use of a CB Meter.

A Clean Needle is a flowing and unchanging uniform needle, usually seen as a beautiful smooth rise. Anything else is a dirty needle.

List only from questions that instant read on the needle.

Listing is Clearing - writing the item is the acknowledgement.

In listing, as anywhere else, the Pc must answer the question and not do something else. The "R-factor" consists of telling the Pc what's to be run and in general what's expected of him, e.g. "You can give as many items as you want in response to a single question." Clearing the command still is limited to a dictionary and "What does this command mean to you?" There exists no license to evaluate what answers the Pc may give.

An ARC Break with the Clearing Practitioner, missed withholds or a PTP will prevent valid listing and nulling until handled. The ruds must be in before you start listing and nulling. If ruds go out during listing and nulling use only the L4 assessment to get them back in.

Never steer the Pc to items while listing using needle reads.

One doesn't always automatically check the listing question for a read before nulling. Do this only as needed if you suspect that the Pc might have more items to list, e.g. if the list is short or there has been a lot of needle or Range Arm action on listing with no rising Range Arm. If you do check the listing question and it reads, you can say to the Pc, "The listing question is still reading; so it is safe to list more items." Then ask the listing question again and get the Pc to list more items. Once the Pc finishes giving more items, go immediately to the nulling step.

Rapidly null, calling each item once with good, unvarying CE 1. As in assessment, use a questioning tone of voice. If necessary an item can be called a second time if you completely missed seeing what happened on the first call - but repeatedly calling an item can well null out an existing read.

It's best to just be quiet as the Pc lists items.

Write down all the items the Pc says and never cross any off the list.

Never repeat items back to the Pc after s/he says them - if you don't understand, ask him/her to spell it or if it's singular or plural. Don't fake an understanding as an inaccurate list will foul up the list on nulling. And write legibly - as some day someone else may have to call those items.

List a question until the meter goes suddenly flat - needle loose and clean and items being given are not reading. Of course, don't say anything until the Pc comm lags on giving items. Don't check the listing question for a read or cleanness until the meter has gone flat and be careful with the check. The flat meter is your main indicator that the item is on the list and "protest" can produce a dandy read. The "protest" read can make it seem like the listing question is still reading.

While nulling a complete list, the needle should stay flat (except on the item itself). Besides not having several items instant reading, you also shouldn't have lots of latent and prior surges or BD's on the Pc's thoughts about the items as you call them. If these are present the list is still charged, is incomplete and needs to be extended. Pc cogniting, sure it's his item, face lighter in color, BD (not always present on Clears), feels more cheerful, no appearance of new mass - all are standard "right item" indicators.

A properly nulled list has only one item reading. For example, if there are 30 items on the list, after nulling once through it you should have 29 "X's" and one "sF, F, LF or LFBD."

Null in a questioning tone of voice.

Good indicators should appear at once as the correct item is given.

The Pc must be in session and doing the process for you to stop the process on an F/N. Remember to watch his indicators; a ghastly error would be to, say, stop the process because of an ARC Break needle produced by an attempt to null an incomplete list.

The Pc must know without doubt that the final item is his.

Expect spectacular results.

Expect the item early on the list, commonly the first item given, although it may require a comparatively long list to get sufficient charge off for the item to fire.

A complete list is one that has discharged the charge. The charge on a listing question and on all items on that list actually comes from the item for the list, alone. When the list is complete, the charge will settle to that item and all the other items on the list will read flat as a pancake; the Pc has now differentiated the items one from another and can now spot source. (This completely aside from the fact that some of the items named on the list may independently have charge in some entirely different context and might well read if taken off the list and called).

Suppress and invalidate are still the list (item) buttons. But properly done listing and nulling give virtually no need for them. If the rudiments go out, you'll have to put them in with an L4. But use good Basic Clearing and proper Listing and Nulling Technique and they won't go out.

No matter how beautifully the list nulled, the only final test of the correct item is the Pc's indicators when given the item and what changed conditions result. Neither the meter nor the technique will ever substitute for the Clearing Practitioner's ability to observe. Give the Pc a wrong item and she'll dramatize it more; give her a right one and she'll dramatize it less.

TROUBLE

If the Pc doesn't list brightly and easily on any list, the Pc has missed withholds, or has protested or decided something about the list and gone "out of session," or is being listed from a wrong question or a wrong item, or is overlisted. If in doubt, use the L4 to find out.

If the rules suddenly don't seem to apply, get a new C/S; don't keep on in haggard hope.

The basic difficulties in listing as a technique are from a wrong question, incomplete list, or an overlisted list.

WRONG QUESTION

Mainly, list only from questions and items that read (instantly). If it reads (not a protest or ARC Break) then there is an Item for the list and the question is answerable.

If the Pc invalidates or questions items as he gives them near the start of the list, it indicates an incorrect nonstandard listing question.

On a proper list, when you start to list the needle gets looser, not tighter. No range arm on listing? No cogs? No interest? . . .Incorrect list!

If you have an incorrect question for your list, the list never becomes nullable. It will list DN (Dirty Needle), somewhat clean, DN, somewhat clean, cyclicly. Attempts to null it will produce a DN.

Never null lists taken from an incorrect question. Handle the BPC with an L4 before you abandon them.

INCOMPLETE LIST

Never coax an item to read. List until you can find something that gives a big blow down to an F/N.

Don't force the Pc to list if she's unwilling to - handle what's in the way with an L4.

If you get two items reading on the list when nulling - the list is incomplete! However, if everything is reading as you null - you've by-passed the correct item on the list above the reading items; give the Pc the first item that read on first nulling.

If the needle gets dirty while nulling you can briefly check for any thoughts he's had on the recent items.

The main reason you don't null through a DN (except in an ARC Break assessment) is not that you can't read the needle. In the presence of an ARC Break, or cut comm, or incomplete list or out rudiments etc. the needle will frequently read where it shouldn't and not read when it should.

OVERLIST

Pc's sometimes continue the list out of session - this must be checked for and the additional items gotten on to your list. Otherwise you can make him list forever and still not get the item, as he's already "given it." It is best to List and Null a list to a correct item all in one session.

On listing, when the meter goes flat, smoothly shift over to the nulling portion of the session, i.e. the Pc does not have to announce "this list is complete" before you act. In fact, when the list is complete the Pc usually will happily list on, for a while!

Overlisting produces unreality.

If the Pc is groping for a word, you've overlisted, e.g. "Ah . . .it should be Tigers. Or maybe Tigresses . . .ah. . .Leopards might be better . . ."

During listing, if after a while the Pc takes up invalidating the list or is doping off - you have over-listed. Go before the point where he started invalidating and see if that portion of the list is nullable.

If you can't get the item on the list, it was given earlier. It's already been found. The

missed item may be on an old list, but don't start digging through ancient lists until you have difficulty with the present action.

The first item on the list is the dangerous one, better call it more than once as you seldom have the Pc's attention and it often is the item. The first item on the list often the correct item.

ADDITIONAL NOTES

A list with the item suppressed on it (eg. by simply missing it, or by vast over-list) can be nulled by asking on each item "On _____ has anything been suppressed?" The correct item should read.

LISTING AND NULLING ADMIN

20 JULY 1989

An L&N list (Listing and Nulling List) is a list of Items given by a Pc in response to a Listing Question and written down by the Clearing Practitioner in the exact sequence that they are given to him by the Preclear.

An L&N List is always done on a separate sheet.

It's best to do an L&N on faint-lined paper although plain paper is fine.

The Pc's name is written out, usually before the start of session.

When the listing question is checked, the read is marked by the question (sF, F, LF, LFBD). If Suppress or Inval is used, that is also noted.

As each item is given by the Pc, the reads are marked - sF, F, LF, LFBD. This is done as you list. If the item does not read, you mark it with an X.

Range Arm is noted periodically as the Pc lists, and especially when the Range Arm rises.

The LFBD F/N item is circled. When indicated to the Pc, it is marked IND.

When extending a list, a line is drawn from where it has been extended with the date.

Example:

Item	Joe	X
Shoes	sF	
Socks	X	

Ext 24 Oct 72

Sky	X
Wax	X
Pigs	F

L&N Lists are never stapled to the W/S but are paper-clipped under the session worksheets.

CORRECTING L&N LISTS

Old lists are not to be copied. They are to be corrected in their original form but using a different colored pen to show what has been done - always date new uses of these lists also using the same color pen as used for renulling or addition to them.

When a list is pulled forward to correct it, a sheet of paper is left at that date giving the data of the listing question and the date it is pulled forward to, so it can be easily located. The corrected lists are left with the session reports of the session in which they were corrected. A note in red is made in the Folder Summary of this correction.

R3RING AN L&N ITEM

If an L&N Item is later R3Red, it should be so noted on the list by adding: "R3R Quad (date)."

LISTING AND NULLING DRILL

23 DECEMBER 1988

NAME: Listing and Nulling Drill

POSITION: Student and coach sitting across from each other at a table, CB Meter set up and in use.

PURPOSE: To teach a student to do the action of Listing and Nulling with all metering and admin.

COMMANDS: The usual coach CE commands. A prepared list is chosen by the coach and both use the same prepared list. The student reads the question and asks it and the coach reads the replies from the same list but in his own copy. The coach must not list from his own mind. The student must write down the answers in a proper session worksheet and note and write down any reads. (An F/N terminates the listing if it occurs.) The coach need not use the whole list of replies but only half a dozen chosen at random. The R factor is "We are going to list a question." And, if no item BD F/Ns, the additional action of nulling the list is undertaken with the command, "I will now null the list."

TRAINING EMPHASIS: The laws of Listing and Nulling apply in full as these are very important laws and ignoring them can result in severe ARC breaks not so much in this drill but in actual sessions. The coach may also require suppress and invalidate buttons be put in on the whole list if needed. All errors, omissions, hesitations and lapses on the part of the student are given a "Break." Pass when the student can do it flawlessly.

END PHENOMENA: A person able to do a flawless L & N list as the session or as part of a session, with all CEs in, with perfect metering and proper admin.

USING WRONG QUESTIONS ON TWO WAY COMM

8 DECEMBER 1988

Two Way Comm (TWC) is not an art. It is a science which has exact rules.

Foremost in the rules is:

DON'T USE A LISTING QUESTION IN TWO WAY COMM.

By a "listing question" is meant any question which directly or indirectly calls for items in the Pc's answer.

Use of "who", "what" "which" instantly turn a TWC into a listing question.

Listing questions are governed by the rules of Listing and Nulling.

If you use a listing question accidentally in TWC you can get the same bad reactions from a Pc that you would get on a wrongly done list.

The reason for Pc upsets in TWC is hidden as it is not apparently a listing process, rarely gets the correction a bad list would get.

Asking "who" or "what" or "which" during a TWC after the main question can also turn it into a Listing and Nulling process.

TWC questions **MUST** be limited to feelings, reactions, significances. They must **NEVER** ask for terminals or locations.

EXAMPLE: "Who upset you?" in TWC causes the Pc to give items. This is a LIST. "What are you upset about?" does the same thing. "Which town were you the happiest in?" is also a LISTING question, NOT a TWC question. Any of these result in the Pc giving items. They are not then nulled or correctly indicated. The Pc can get **VERY** upset just as he would with a wrong list. Yet the session is not a "listing session" so never gets corrected.

EXAMPLE: "How are you doing lately?" is an example of a correct TWC question. It gets off charge and gets no list items. "Are you better these days than you used to be?" "How have you been since the last session?" are also good TWC questions.

"What happened" is different than "What illness," "What person," "What town," which are listing questions.

REPAIR

When other things fail to locate the upset of a Pc, look into TWC processes in the folder and treat them as L&N processes where the Pc has answered with items. The relief is magical.

THE BASICS OF LISTING AND NULLING

31 OCTOBER 1988

Rudiments (ARC Breaks, PTPs, M/W/Hs) are not necessary in correcting a list as a wrong list is the ARC Break and PTP.

The most common reasons for an out-list are given here as an assessment:

1. "Was it the first item on the list?" If so, indicate item to Pc.
2. "Is it an incomplete list?" If it is, extend it and find the item.
3. "Was it an unnecessary action?" (Dead horse). If so, indicate it.
4. "Had you not answered the listing question?" If so, re-clear question and if it reads, list it.

The 4 basic reasons for an out-list are:

1. It was the first item.
2. It is not a complete list.
3. The question didn't read (which causes a dead horse).
4. The Pc didn't answer the question.

CORRECTION OF LIST ERRORS

8 DECEMBER 1988

Correcting a list really is simple if you know your Laws of Listing & Nulling.

VERIFYING A LIST

The correct procedure for verifying/correcting past L & Ns is to check the items as to whether or not they are correct. Then do an L4 on each list where the item is found to be incorrect. You would have to orient the Pc to the listing question and the item. You do not check the question to see if it read. And don't just do an L4 and then not find the right item for the Pc as part of the handling (unless the question proves to be uncharged or some such).

NULLING A LIST

One nulls a list when she doesn't get a BD F/N item on listing. The Laws of Listing & Nulling strictly apply. An L4 would be used if the action bogs with still no item found. One would also null lists the Pc made where no item had been found, such as a 2WC which turned into a listing action with the Pc giving off items or a list the Pc somehow made while not on a meter. In these cases there is no item to verify with the Pc as correct. Just cull the items into a list, work out with the Pc what the question was if it's not already noted, and null the list.

RECONSTRUCTING A LIST

Sometimes you just don't have the list and can't get it or it's an old "Why Finding" or PTS interview for which there are no worksheets. In this case you get from the Pc what the question was and then get him to give you the items that were already on the list or probably were already on the list. You don't want the Pc to get into newly listing the question in PT and then getting into an overlisting situation. Just get him to give you the items he had already put on the list and more often than not you will get a BD F/N item. If you don't get the item that way then you can extend the list.

SELF-LISTING

Watch it on these as every random stray thought a person has about "why this or that" does not mean it's a self-list. But do look for it on a person who is manifesting the horrendous BPC an out list can generate, who is introspected or has been trying to figure out who is doing him in after just having seen the Ethics Officer. Just don't get into trying to make a list out of some non-standard listing question that won't give you an item. And actually the usual reason for self-listing is a prior wrong L & N item or an item not found. People will self-list to try to find the right item. So find and correct the earlier out list.

LIST CORRECTION BLOW-UP

When you are going along correcting lists and suddenly you get a big Pc blow-up and it is not resolving on the list you are correcting you had better quickly realize that you probably are not correcting the list that is out and you'd better find out which list it is. There is usually an earlier out-list to be found, if the list you are correcting does not resolve the upset.

LISTS NOT READING

When you start getting key lists such as Grades III and IV not reading and no items found, it's time for that Clearing Practitioner to get a thorough overhaul on his metering, check of his eyesight and to get off all his MUs on L & N handled. You also could be setting the Pc up for a self-listing situation as he has been given the listing question but no item has been found. So be very sure the question did not read even with Suppress and Inval before getting off a key L & N process.

USE OF L4

The prepared assessment L4 corrects L & N lists. It can be run on old lists, current lists or general listing. When a Pc is ill after a listing and nulling session or up to 3 days after, always suspect that a listing action done on the Pc had an error in it and get those lists corrected.

Sometimes it is obvious what the error was per the Laws of Listing and Nulling. For example there could be two reading items left on the list in which case you would know to extend the list as it has been underlisted. If this didn't go, then an L4 would be done on the list.

HANDLING AN L4

You handle reading questions on the L4 by the directions under the question that read. You don't just 2WC these questions. For example say question 4 read on the L4, "Is a list incomplete? SF." You then ask the Pc, "What list is incomplete?" Locate it and get it completed to a BD F/N item. You don't just 2WC "incomplete lists" to an F/N and leave it at that.

DO IT RIGHT

An out-list can create more concentrated hell with a Pc than any other single Clearing error. So it's imperative that listing errors get properly corrected.

The best thing to do is to have the Laws of Listing and Nulling drilled line by line and down cold and just do it right in the first place. Then you will also see at once where old lists violated these laws and you will not be yourself doing lists that have to be corrected later.

L4

ASSESSMENT FOR ALL LISTING ERRORS

8 DECEMBER 1988

ASSESS THE WHOLE LIST (METHOD 5). Then take biggest reads or BDs and handle.

PC'S NAME _____ DATE _____

CLEARING PRACTITIONER _____

0. WAS IT THE FIRST ITEM ON THE LIST?
(Indicate and give Pc his item.)
1. DID YOU FAIL TO ANSWER THE LISTING QUESTION?
(If it reads, find out what question, clear the question noting whether it reads, if so, list it, find the item and give it to the Pc.)
2. WAS THE LIST UNNECESSARY?
(If it reads, indicate BPC and indicate that it was an unnecessary action.)
- 2A. DID THE QUESTION HAVE NO CHARGE ON IT?
(Indicate.)
- 2B. WERE YOU ASHAMED TO CAUSE AN UPSET?
(L1 after list corrected.)
- 2C. WERE YOU AMAZED TO REACT THAT WAY?
(Same as 2B.)
- 2D. THE QUESTION HAD ALREADY BEEN LISTED BEFORE.
(Indicate, rehab.)
- 2E. YOU HAD NO INTEREST IN THE QUESTION?
(Indicate that the Clearing Practitioner missed that it didn't read.)
3. WAS THE ACTION DONE UNDER PROTEST?
(If it reads, handle by itsa earlier similar itsa.)
4. IS A LIST INCOMPLETE?
(If reads, find out what list and complete it, give the Pc his item.)
5. HAS A LIST BEEN LISTED TOO LONG?
(If so, find what list and get the item from it by nulling with Suppress, the nulling question being: "On _____ has anything been suppressed?" for each item on the overlong list. Give the Pc his item.)
6. HAVE YOU BEEN GIVEN A WRONG ITEM?
(If this reads, put in Suppress and Invalidated on the list and null as in 5 above and find the right item and give to the Pc.)
- 6A. HAVE YOU NOT BEEN GIVEN A RIGHT ITEM?

(Same as 6)

7. HAVE YOU BEEN DENIED A RIGHT ITEM?
(If this reads, find out what it was and clean it up with Suppress and Invalidate and give it to the Pc.)
8. HAS AN ITEM BEEN PUSHED OFF ON YOU THAT YOU DIDN'T WANT?
(If so, find it and get in Suppress and Invalidate on it and tell Pc it wasn't his item and continue the original action to find the correct item.)
9. HAS AN ITEM NOT BEEN GIVEN TO YOU?
(If reads, handle as in 7.)
10. HAVE YOU INVALIDATED A CORRECT ITEM FOUND?
(If so, rehab the item by finding out why the Pc invalidated it or if somebody else did it, clean it up and give it to the Pc again.)
11. HAVE YOU THOUGHT OF ITEMS THAT YOU DID NOT PUT ON THE LIST?
(If so, add them to the correct list. Renuell the whole list and give the Pc the item.)
12. HAVE YOU BEEN LISTING TO YOURSELF OUT OF SESSION?
(If so, find out what question and try to write a list from recall and get an item and give it to the Pc.)
13. HAVE YOU BEEN GIVEN SOMEBODY ELSE'S ITEM?
(If so, indicate to the Pc this was not his item. Don't try to find whose it was.)
14. HAS YOUR ITEM BEEN GIVEN TO SOMEONE ELSE?
(If so, find if possible what item it was and give it to the Pc. Don't try to identify the "somebody else.")
- 14A. WERE EARLIER LISTING ERRORS REACTIVATED?
(Indicate and correct earlier lists, then check the current.)
- 14B. HAD THIS LIST ALREADY BEEN HANDLED?
(Indicate.)
15. HAS A RELEASE POINT BEEN BYPASSED ON LISTING?
(If so, indicate the overrun to the Pc, rehab back.)
16. HAS A RELEASE POINT BEEN BYPASSED ON THE QUESTION ONLY?
(If so, indicate the overrun to the Pc and rehab back.)
17. HAVE YOU GONE EXTERIOR WHILE LISTING?
(If so, rehab. If Int Rundown not given, note for C/S.)
18. HAS IT BEEN A PERPETRATION TO PUT AN ITEM ON A LIST?
(If so, find out what item and why.)
19. HAVE YOU WITHHELD AN ITEM FROM A LIST?
(If so, get it and add it to the list if that list available. If not put item in the report.)
20. HAS A WITHHOLD BEEN MISSED?
(If so, get it, if discreditable ask "Who nearly found out?", etc.
21. HAS AN ITEM BEEN BYPASSED?
(Locate which one.)

22. WAS A LISTING QUESTION MEANINGLESS?
(If so, find out which one and indicate to the Pc.)
23. HAS AN ITEM BEEN ABANDONED?
(If so, locate it and get it back for the Pc and give it to him.)
24. HAS AN ITEM BEEN PROTESTED?
(If so, locate it and get the Protest button in on it.)
25. HAS AN ITEM BEEN ASSERTED?
(If so, locate it and get in the Assert button on it.)
26. HAS AN ITEM BEEN SUGGESTED TO YOU BY ANOTHER?
(If so, get it named and the Protest and Refusal off.)
27. HAS AN ITEM BEEN VOLUNTEERED BY YOU AND NOT ACCEPTED?
(If so, get off the charge and give it to the Pc, or if he then changes his mind on it, go on with the listing operation.)
28. HAS THE ITEM ALREADY BEEN GIVEN?
(If so, get it back and give it again.)
29. HAS AN ITEM BEEN FOUND PREVIOUSLY?
(If so, find what it was again and give it to the Pc once more.)
30. HAS AN ITEM NOT BEEN UNDERSTOOD?
(If so, work it over with buttons until Pc understands it or accepts or rejects it and go on with listing.)
- 30A. WAS THE LISTING QUESTION NOT UNDERSTOOD?
(Get it defined and check for a read. It may be unreading. If so, indicate that an uncharged question was listed because it read on a misunderstood.)
- 30B. WAS A WORD IN THE QUESTION NOT UNDERSTOOD?
(Same as 30A.)
31. WAS AN ITEM DIFFERENT WHEN SAID BY THE CLEARING PRACTITIONER?
(If so, find out what the item was and give it to the Pc correctly.)
- 31A. DID THE CLEARING PRACTITIONER SUGGEST ITEMS TO YOU THAT WERE NOT YOURS?
(Indicate as illegal to do so. Correct the list removing these.)
32. WAS NULLING CARRIED ON PAST THE FOUND ITEM?
(If so, go back to it and get in Suppress and Protest.)
33. HAS AN ITEM BEEN FORCED ON YOU?
(If so, get off the Reject and Suppress and get the listing action completed to the right item if possible.)
34. HAS AN ITEM BEEN EVALUATED?
(If so, get off the Disagreement and Protest.)
35. HAS AN EARLIER LISTING ERROR BEEN REACTIVATED?
(If so, locate when and indicate the bypassed charge. Find and correct the earlier out list.)

36. HAS AN EARLIER WRONG ITEM BEEN REACTIVATED?
(If so, find when and indicate the bypassed charge. Find and correct the earlier out list.)
37. HAS AN EARLIER ARC BREAK BEEN REACTIVATED?
(If so, locate and indicate the fact. Handle the ARC Break with ARCU CDEINR.)
38. DO YOU HAVE AN ARC BREAK BECAUSE OF BEING MADE TO DO THIS?
(If so, indicate it to the Pc. Handle the ARC break. Correct the list if it's a list caused ARC break.)
39. HAS THE LIST CORRECTION BEEN OVERRUN?
(If so, rehab.)
- 39A. WAS THE LIST DONE WHILE YOU ALREADY HAD AN ARC BREAK, PTP OR W/H?
- 39B. COULDN'T YOU UNDERSTAND WHAT WAS BEING DONE?
- 39C. COULDN'T YOU UNDERSTAND THE CLEARING PRACTITIONER?
- 39D. DIDN'T THE CLEARING PRACTITIONER ACKNOWLEDGE YOU?
40. IS THERE SOME OTHER KIND OF BYPASSED CHARGE?
(If so, find what and indicate it to Pc.)
41. WAS THERE NOTHING WRONG IN THE FIRST PLACE?
(If so, indicate it to the Pc.)
42. HAS THE UPSET BEEN HANDLED?
(If so, indicate it to the Pc.)
43. HAS A LIST PROCESS BEEN OVERRUN?
(If so, find which one and rehab.)

LIST CORRECTION - THE SHORT L4

(Only valid for a list recently done)

8 DECEMBER 1988

This list is the shorter version of the standard L4. Its use is for sorting out the error in a current listing and nulling action or on a recently done L&N list. It contains the most common errors that foul up L&N actions. Its virtue is in its brevity which can increase results by pinpointing the error quickly, thus enabling the Clearing Practitioner to handle it quickly.

Assess the Method 5.

If the situation does not resolve completely, use an L4.

1. **WAS IT THE FIRST ITEM ON THE LIST?**
(Indicate and give Pc his item.)
2. **WAS THE LIST INCOMPLETE?**
(Complete the list and give the Pc his item.)
3. **WAS THE ITEM BYPASSED?**
(Locate which one and indicate it.)
4. **WAS THE ITEM SUPPRESSED?**
(If so, the list may have to be nulled with Suppress, the nulling question being "On (item) has anything been suppressed?". Rehab the item by getting the Suppress button in on the item if necessary and clean it up and give it to the Pc again.)
5. **WAS THE ITEM INVALIDATED?**
(If so, the list may have to be nulled with Invalidate, the nulling question being "On (item) has anything been invalidated?". Rehab the item by getting the Invalidate button in on the item if necessary and clean it up and give it to the Pc again.)
6. **WAS THE QUESTION MEANINGLESS?**
(If so, check for MUs on the question. If question still meaningless indicate it to the Pc.)
7. **WAS THE LIST OVERLISTED?**
(If so, indicate the list was overlisted. Get the item by nulling the list with Suppress, the nulling question being "On _____ has anything been suppressed?" for each item on the overlong list. Give the Pc his item.)
8. **WERE ITEMS THOUGHT OF THAT WEREN'T PUT DOWN?**
(Add them to the list. Renull the whole list and give the Pc his item.)
9. **WAS IT LISTED OUT OF SESSION?**
(Reconstruct the list from recall and add the items to the list. Get the item and give it to the Pc.)
10. **WAS THE ITEM DIFFERENT WHEN SAID BY THE CLEARING PRACTITIONER?**
(Find out what the item was and give it to the Pc correctly.)
11. **WAS THE ITEM NOT GIVEN TO YOU?**
(Find what the item is, clean it up with Suppress and Invalidate and give it to the Pc.)

12. WAS THE ACTION UNNECESSARY?
(Indicate this to the Pc. Go earlier similar if needed.)
13. WAS A RELEASE POINT BYPASSED?
(Rehab)
14. IS THERE SOMETHING ELSE WRONG?
(Find out what it is and handle.)

THE CAUSE OF ARC BREAKS

12 FEBRUARY 1989

BY-PASSED CHARGE 1. mental energy or mass that has been reactivated in some way in an individual, and that is either partially or wholly unknown to that individual and so is capable of affecting him adversely.

The reason for ARC Breaks in Clearing actions has been narrowed down to only one source.

RULE: ALL ARC BREAKS ARE CAUSED BY BY-PASSED CHARGE.

RULE: TO TURN OFF AN ARC BREAK, FIND AND INDICATE THE CORRECT BY-PASSED CHARGE.

Charge can be by-passed by:

1. Going later than basic on any chain without further search for basic.

Example: Looking for the Pc's first automobile accident, finding the fifth instead and trying to run the fifth accident, as the first accident, which it isn't. The By-Passed Charge here is the first accident and all succeeding accidents up to the one selected by the Clearing Practitioner as the first one or the one to run. To a greater or lesser degree depending on the amount the earlier material was reactivated, the Pc will then ARC Break (or feel low or in "low morale"). One can run a later incident on a chain briefly but only to unburden earlier incidents, and the Pc must know this.

2. Unknowingly ignoring the possibility of a more basic or earlier incident of the same nature as that being run after the Pc has been reactivated on it. Or bluntly refusing to admit the existence of or let the Pc "at" an earlier incident.

3. Misinterpreting or not understanding data given to you by the Pc and/or acting on wrong data.

4. Misinforming the Pc as to what has or has not discharged.

5. Locating the wrong By-Passed Charge and saying it is the source of the ARC Break.

6. Failing to follow the cycle of communication in Clearing.

These and any other charge, reactivated and left prior to where the Clearing Practitioner is working, can cause an ARC Break.

Charge left after (nearer present time) than where the Clearing Practitioner is working hardly ever causes an ARC Break.

The Pc never knows why the ARC Break is occurring. He may think he does and disclaim about it. But the moment the actual reason is spotted (the real missed area) the ARC Break ceases.

If you know you've missed, just saying so prevents any ARC Break.

An ARC Breaky Pc can always be told what has been missed and will almost always settle down at once.

Example: Pc refuses to come to session. Clearing Practitioner on telephone says there's a more basic incident. Pc comes to session.

The trick is to find and indicate the right By-Passed Charge to the Pc and to handle it when possible but never fail to indicate it.

It is not explaining or arguing that heals the ARC Break but pointing toward the correct charge.

RULE: FINDING AND INDICATING AN INCORRECT BY-PASSED CHARGE WILL NOT TURN OFF AN ARC BREAK.

An automaticity (something one is doing but is unaware of or only partially aware of doing and therefore not in control of it) is rendered discharged by indicating the area of charge only.

This is an elementary example: Pc says, "I suppressed that." Clearing Practitioner says, "On this incident has anything suppressed?" Pc ARC Breaks. Clearing Practitioner indicates charge by saying, "I'm sorry, A moment ago I didn't acknowledge your suppression." ARC Break ceases. Why? Because the source of its charge that triggered an automaticity was itself discharged by being indicated.

Example: Clearing Practitioner asks for a perpetration. Pc gives it. Clearing Practitioner consults meter at once asking question again, which is protested by the Pc giving a new read. Pc ARC Breaks. The error is then indicated and the ARC Break ceases.

Don't be driven by ARC Breaks into unwise actions, as all you have to do is find and indicate the missing charge that was by-passed. That is what takes care of an ARC Break, not necessarily running something.

If the ARC Break does not cease, the wrong By-Passed Charge has been indicated.

The sweetest running Pc in the world can be turned into a tiger by a Clearing Practitioner who always Qs and As, never indicates charge and goes on with the session plan without indicating the correct By-Passed Charge.

Some Qs and As would be a source of laughter if not so deadly.

Example: Clearing Practitioner: "Have you ever shot anyone?" Pc: "Yes, I shot a dog." Clearing Practitioner: "What about a dog?" Pc: "It was my mother's." Clearing Practitioner: "What about your mother?" Pc: "I hated her." Clearing Practitioner: "What about hating people?" Pc: "I think I'm aberrated." Clearing Practitioner: "Have you worried about being aberrated?" Pc: "@!!*?!!"

Why did the Pc ARC Break? Because the charge has never been permitted to come off shooting a dog, his mother, hating people, and being aberrated and that's enough By-Passed Charge to blow a house apart.

This Pc will become, as this keeps up, unclearable by reason of charge missed in sessions and his resulting session dramatizations because of the perpetrations he commits on the Clearing Practitioner while he is dramatizing.

Find and indicate the actual charge by-passed. Sometimes you can't miss it, it has just happened. Sometimes you need a simple meter question since what you are doing is obvious. Sometimes you need a full dress parade assessment from a list. But however you get it, find out the exact By-Passed Charge and then INDICATE IT TO THE PC.

The violence of an ARC Break makes it seem incredible that a simple statement will

vanquish it, but it will. You don't have to run another earlier engram to cure an ARC Break. You merely have to say it is there - and if it is the By-Passed Charge, that ARC Break will vanish.

Example: Pc: "I think there's an incident earlier that turned off my emotion." Clearing Practitioner: "We'd better run this one again." Pc ARC Breaks. Clearing Practitioner: (Consults meter) "Is there an earlier incident that turns off emotion? (Gets read) Say, what you just said is correct. Thank you. There is an earlier incident that turns off emotion. Thank you. Now let's run this one a few more times." Pc's ARC Break ends at once.

Don't go around shivering in terror of ARC Breaks. That's like the modern systems of government which tear up their whole constitution and honor just because some hired demonstrators howl. Soon they won't be a government at all. They bend to every ARC Break.

ARC Breaks are inevitable. They will happen. The crime is not to have a Pc ARC Break. The crime is not to be able to handle one fast when it happens. You must be able to handle an ARC Break since they are inevitable. Which means you must know the mechanism of one as given here, how to find By-Passed Charge and how to smoothly indicate it.

To leave a Pc in an ARC Break more than two or three minutes is just inept.

And be well-drilled enough that your own responding rancor and surprise doesn't take charge and you'll have pleasant Clearing.

ARC BREAK PROCESSES

The most effective ARC Break process is locating and indicating the By-Passed Charge. That really cures ARC Breaks.

A repetitive command ARC Break process based on this discovery would possibly be "What communication was not received?"

Expanding this we get a new ARC Recall Process:

"What affinity was not received?"

"What reality was not perceived (seen)?"

"What communication was not acknowledged?"

This process is not used to handle session ARC Breaks but only to clean up Clearing or the time track. If the Pc ARC Breaks don't use a process, find the missed charge.

Indeed this process may be more valuable than at first believed, as one could put "In Clearing....." on the front of each one and straighten up sessions. "In Clearing" + the three questions was wonderful on test. Two divisions of Range Arm in each 10 minutes in a very high Range Arm case.

A Repetitive Process, even though not looking for basic, implies that the process will be run until the charge is off and therefore creates no ARC Breaks unless left unflat. Therefore the process is safe if flattened.

Q AND A ARC BREAKS

Q and A causes ARC Breaks by by-passing charge.

How? The Pc says something. The Clearing Practitioner does not understand or acknowledge. Therefore, the Pc's utterance becomes a By-Passed Charge generated by whatever he or she is trying to release. As the Clearing Practitioner ignores it and the Pc reasserts it, the original utterance's charge is built up and up.

Finally the Pc will start issuing orders in a frantic effort to get rid of the missed charge. This is the source of Pc orders to the Clearing Practitioner.

Understand and acknowledge the Pc. Take the Pc's data. Don't pester the Pc for more data when the Pc is offering data.

When the Pc goes to where the Clearing Practitioner commands, don't say "Are you there now?" as his "going" is thereby not acknowledged and the "going" built up charge. Always assume the Pc obeyed until it's obvious the Pc did not.

ECHO METERING

The Pc says, "You missed a suppress. It's....." and the Clearing Practitioner reconsults the meter asking for a suppress. That leaves the Pc's offering an undischarged charge.

NEVER ASK THE METER AFTER A PC VOLUNTEERS A BUTTON.

Example: You've declared suppress clean, Pc gives you another suppress. Take it and don't ask suppress again. That's Echo Metering.

If a Pc puts his own ruds in, don't at once jump to the meter to put his ruds in. That makes all his offerings missed charge. Echo Metering is miserable Clearing.

MISSED WITHHOLDS

Needless to say, this matter of By-Passed Charge is the explanation for the violence of missed withholds.

The Clearing Practitioner is capable of finding out. So the Pc's undisclosed perpetrations react solely because the Clearing Practitioner doesn't ask for them.

This doesn't wipe out all technology about missed withholds. It explains why they exist and how they operate.

Indication is almost as good as disclosure. Have you ever had somebody calm down when you said, "You've got missed withholds"? Well it's crude but it has worked. Much better is, "Some Clearing Practitioner failed to locate some charge on your case." Or, "We must have missed your correct item." But only a meter assessment and a statement of what has been found would operate, short of actually pulling the missed withholds.

APPARENT BAD MORALE

There is one other factor on "Bad Morale" that should be remarked.

We know so much we often discard what we know. But way back in the beginning courses and several times after, we had a Scale of Emotions up which the Pc climbed as he was processed.

The Pc rises up the emotion scale to the lower levels of the scale. He or she comes up

to degradation, up to apathy.

And it often feels horrible and, unlike an ARC Break and the Sad Effect, is not cured except by more of the same processing.

People complain of their emotionlessness. Well, they have to come up a long ways before they even reach emotion.

Then suddenly they realize that they have come up to being able to feel bad. They even come up to feeling pain. And all that is a gain. They don't confuse this too much with ARC Breaks but they blame processing. And then one day they realize that they can feel apathy! And it's a win amongst wins. Before they were just like wood (no feeling).

REPAIR ASSESSMENT L1

8 DECEMBER 1988

Used by Clearing Practitioners in session when an upset occurs, or as ordered by C/S. Handles ARC Broken, Sad, hopeless or nattery Pcs.

Questions can be prefaced with "Recently," "In this life," "On the Whole Track," or used without preface.

DO NOT USE ON HIGH RANGE ARM TO BRING IT DOWN. USE THE HI-LO RANGE ARM ASSESSMENT.

TAKE ALL READING ITEMS OR VOLUNTEERED ANSWERS Earlier Similar to F/N as they occur.

0. Has there been a wrong indication?
1. Has there been an error in listing?
(If this reads change to L4 at once.)
2. Has a withhold been missed?
3. Has some emotion been rejected?
4. Has some affinity been rejected?
5. Has a reality been refused?
6. Has a communication been cut short?
7. Has a communication been ignored?
8. Has something been misunderstood?
9. Has someone been misunderstood?
10. Has some data been confusing?
11. Has there been some word you haven't known the meaning of?
12. Has there been some situation you haven't grasped?
13. Has there been a problem?
14. Has a wrong reason for an upset been given?
15. Has a similar incident occurred before?
16. Has something been done other than what was said?
17. Has a goal been disappointed?
18. Has some help been rejected?
19. Has a decision been made?

20. Has an engram been reactivated?
21. Has an earlier incident been reactivated?
22. Has there been a sudden shift of attention?
23. Has something startled you?
24. Has a willingness not been acknowledged?
25. Has there been no Clearing?
26. Did you go Exterior?
27. Have actions been interrupted?
28. Have actions continued too long?
29. Has data been invalidated?
30. Has someone evaluated?
31. Has something been Overrun?
32. Has an action been unnecessary?

BARRIERS TO STUDY

22 OCTOBER 1989

There are three different sets of physiological and mental reactions that come from 3 different aspects of study. They are three different sets of symptoms.

1. Education in the absence of the mass (actual physical objects) in which the technology will be involved is very hard on the student. It actually makes him feel squashed. Makes him feel bent, sort of spinny, sort of dead, bored, exasperated. If he is studying the doingness of something in which the mass is absent, this will be the result.
2. There is another series of physiological phenomena that exist which is based on the fact of too steep a study gradient. It is a sort of a confusion or a reelingness that goes with this one. There was too much of a jump because he didn't understand what he was doing and he jumped to the next thing and that was too steep and he went too fast and he will assign all of his difficulties to this new thing.

We find the student is terribly confused on the second action he was supposed to do. We must assume then that he never really got out of the first one. The remedy for this one of "too steep a gradient" is to cut back the gradient. Find out when he was not confused on the gradient. Then what new action he undertook to do. Find what action he understood well. Just before he was all confused, what did he understand well. It's really at the tail end of what he understood and then he went over the gradient.

3. There is this third one. An entirely different set of physiological reactions brought about through "a bypassed definition." This is also called a misunderstood word or not-understood word.

A bypassed definition gives one a distinctly blank feeling or a washed out feeling. A not-there feeling and a sort of nervous hysteria will follow that. The manifestation of "blow" (a sudden departure - ceasing to be where one should really be) stems from this 3rd aspect of study which is the misunderstood definition or the not comprehended definition. This one is the basis of difficulties in human relations, the mind and subjects. It establishes aptitude and lack of aptitude. The misunderstood word produces such a vast panorama of mental effects that it, itself, is the prime factor involved with stupidity and the prime factor involved with many other unpleasant experiences. If a person didn't have misunderstands his talent might or might not be present, but he will be at least be able to understand and do the basic actions.

METHODS OF WORD CLEARING

11 September 1989

METHOD ONE

1. Compile a list of subjects - general and specific to this Pc. English, Math, Chemistry, Geology, etc.
2. Assess list assessment style Method 5.
3. Take longest reading item - ask "In the subject of _____ what word was not understood?"
4. Clear it to F/N.
If no F/N after clearing the word, step 5 would be:
 5. "Is there an earlier word in the subject of _____ that you didn't understand?"
Take word chain to F/N, clearing each word you encounter.
 6. If you dead end on the word chain, ask, "Is there an earlier similar subject to _____?"
 7. Then ask, "Is there a word in that subject that you didn't understand?"
 8. Repeat Steps 5 and 6 to F/N.
 9. Go back to original subject and ask, "Is there another word that was not understood and repeat as above.
10. Clear all reading words from the subject list as above.

METHOD TWO

1. Put the Pc on the meter and have him read his study material.
2. Clear any words that read.

METHOD THREE (Classroom Method)

1. When student is having trouble understanding his study materials, have him go back to before he ran into any difficulty.
2. Find the not-understood or misunderstood word and clear it.
3. Have him continue with his study.

METHOD FOUR

1. Divide the materials up into smaller sections.
2. On each section, ask questions like, "On that section, is there anything you didn't fully

get?” or “On that section, is there anything you didn’t understand?” or “On that section, is there anything you were unsure of?”

3. If you get a “yes” to any of these questions, find the not-understood or misunderstood word and clear it.

METHOD FIVE

1. Ask the Pc, “What is the definition of _____?”
2. If Pc doesn’t know or is confused, clear it.

METHOD SIX

1. Make a list of key words in the material to be studied and clear them.

METHOD SEVEN (The Teaching Method)

1. Clear the word by explaining the definition to the Pc. Teach him the definition. This method is used on people who are not fully literate.

METHOD EIGHT

1. Clear every word (in alphabetical order) in the material being studied.

METHOD NINE

Note: Same as Method Two except without the meter.

1. Have the Pc read the material and determine if there are any misunderstood words by noting the mental and/or physical symptoms of the Pc.

STABILIZATION

27 DECEMBER 1988

STABLE (adjective) 1. not easily moved or thrown off balance; not likely to break down, fall apart or give way; firm, steady. 2. firm in character, purpose or resolution; steadfast. 3. capable of returning to equilibrium or original position after having been displaced. [Middle English; Old French stable; Latin stabilis coming from stare, to stand firm or firmly placed]

STABILIZATION (noun) 1. a stabilizing or being stabilized.

Extreme forms of mood swing have long been recognized in the field of mental health. Patients who cycle between wild, talkative elation and deep, suicidal depression are called manic depressives.

Countless people, however, experience more subtle ups and downs they cannot explain. On the upside, they are cheerful and confident. During the emotional downturns they are plagued by anxiety, irritability or vague discontent. This is sometimes called the emotional rollercoaster or simply the ups and downs of life.

When a person rollercoasters heavily, not only does he get upset, but he gets upset about being upset and starts fighting with and blaming all the wrong people and things for his condition. This aggravates the condition and tends to make the down periods longer and much more difficult.

Sometimes these ups and downs of life can become so severe that they interfere with Clearing. The person gets a win one day and then comes in the next day all caved in.

This symptom of life was recognized in the early days of Clearing in the 1950's. As the development of Clearing progressed through the 60's and 70's, a specialized technology was developed to deal with this unwanted condition called rollercoastering.

It was found in the 70's that if a person understood the mechanism and cause of his unstable life, his life became more stable. He could then benefit to a much greater degree from Clearing. Also, his life became a much more pleasant and enjoyable experience.

The program that brings stability to a person's life is called the Life Stabilization Course. A happy and stable life is its goal.

Through the Life Stabilization Course the person gains a stability in life by eliminating those factors which cause up and downs or rollercoastering. Additionally, when something does come along that is big enough to destabilize his emotions, he regains his equilibrium easily and quickly without getting upset about his condition and blaming the wrong targets for his condition. Now he is able to receive and hold on to the full benefits of Clearing.

THE ANTISOCIAL PERSONALITY

27 DECEMBER 1988

There are certain characteristics and mental attitudes which cause about 20% of a race to oppose violently any betterment activity or group.

Such people are known to have antisocial tendencies.

When the legal or political structure of a country becomes such as to favor such personalities in positions of trust, then all the civilizing organizations of the country become suppressed and a barbarism of criminality and economic duress ensues.

Crime and criminal acts are perpetuated by antisocial personalities. Inmates of institutions commonly trace their state back to contact with such personalities.

Thus, in the fields of government, police activities and mental health, to name a few, we see that it is important to be able to detect and isolate this personality type so as to protect society and individuals from the destructive consequences attendant upon letting such have free rein to injure others.

As they only comprise 20% of the population and as only 2-1/2% of this 20% are truly dangerous, we see that with a very small amount of effort we could considerably better the state of the society.

Well known, even stellar examples of such a personality are, of course, Napoleon, Hitler, Dillinger, Pretty Boy Floyd, Christies and other famous criminals. But with such a cast of characters in history, we neglect the less stellar examples and do not perceive that such personalities exist in current life, very common, often undetected.

When we trace the cause of a failing business, we will inevitably discover somewhere in its ranks the antisocial personality hard at work.

In families which are breaking up, we commonly find one or the other of the persons involved to have such a personality.

Where life has become rough and is failing, a careful review of the area by a trained observer will detect one or more such personalities at work.

As there are 80% of us trying to get along and only 20% trying to prevent us, our lives would be much easier to live were we well informed as to the exact manifestations of such a personality. Thus we could detect it and save ourselves much failure and heartbreak.

It is important then to examine and list the attributes of the antisocial personality. Influencing as it does the daily lives of so many, it well behooves decent people to become better informed on this subject.

The antisocial personality has the following attributes:

1. He or she speaks only in very broad generalities. "They say. .," "Everybody thinks . .," "Everyone knows . .," and such expressions are in continual use, particularly when imparting rumor. When asked, "Who is everybody . . ?" it normally turns out to be one source and from this source the antisocial person has manufactured what he or she pretends is the whole opinion of the whole society.

This is natural to them since to them all society is a large hostile generality, against the antisocial person in particular.

2. Such a person deals mainly in bad news, critical or hostile remarks, invalidation and general suppression.

“Gossip” or “harbinger of evil tidings” or “rumor monger” once described such persons.

It is notable that there is no good news or complimentary remark passed on by such a person.

3. The antisocial personality alters, to worsen, communication when he or she relays a message or news. Good news is stopped and only bad news, often embellished, is passed along.

Such a person also pretends to pass on “bad news” which is in actual fact invented.

4. A characteristic, and one of the sad things about an antisocial personality, is that it does not respond to treatment or reform or psychotherapy.

5. Surrounding such a personality we find cowed or ill associated or friends who, when not driven actually insane, are yet behaving in a crippled manner in life, failing, not succeeding.

Such people make trouble for others. They continually create unsolvable problems for others.

When treated or educated, the near associate of the antisocial personality has no stability of gain but promptly relapses or loses his advantages of knowledge, being under the suppressive influence of the other.

Physically treated, such associates commonly do not recover in the expected time but worsen and have poor convalescence.

It is quite useless to treat or help or train such persons so long as they remain under the influence of the antisocial connection.

The largest number of insane are insane because of such antisocial connections and do not recover easily for the same reason.

Unjustly, we seldom see the antisocial personality actually in an institution. Only his “friends” and family are there.

6. The antisocial personality habitually selects the wrong target.

If a tire is flat from driving over nails, he or she curses a companion or a non-causative source of the trouble. If the radio next door is too loud, he or she kicks the cat.

If A is the obvious cause, the antisocial personality inevitably blames B or C or D.

7. The antisocial cannot finish a cycle of action.

Such become surrounded with incomplete projects.

8. Many antisocial persons will freely confess to the most alarming crimes when forced to do so, but will have no sense of responsibility for them.

Their actions have little or nothing to do with their own volition. Things “just happened.”

They have no sense of correct causation and particularly cannot feel any sense of remorse or shame therefore.

9. The antisocial personality supports only destructive groups and rages against and attacks any constructive or betterment group.

10. This type of personality approves only of destructive actions and fights against constructive or helpful actions or activities.

The artist in particular is often found as a magnet for persons with antisocial personalities who see in his art something which must be destroyed and covertly, "as a friend," proceed to try.

11. Helping others is an activity which drives the antisocial personality nearly berserk. Activities, however, which destroy in the name of help are closely supported.

12. The antisocial personality has a bad sense of property and conceives that the idea that anyone owns anything is a pretense made up to fool people. Nothing is ever really owned.

THE BASIC REASON

The basic reason the antisocial personality behaves as he or she does lies in a hidden terror of others.

To such a person, every other Being is an enemy, an enemy to be covertly or overtly destroyed.

The fixation is that the survival itself depends on "keeping others down" or "keeping people ignorant."

If anyone were to promise to make others stronger or brighter, the antisocial personality suffers the utmost agony of personal danger.

They reason that if they are in this much trouble with people around them weak or stupid, they would perish should anyone become strong and bright.

Such a person has no trust to a point of terror. This is usually masked and unrevealed.

When such a personality goes insane, the world is full of Martians or the FBI and each person met is really a Martian or FBI agent.

But the bulk of such people exhibit no outward signs of insanity. They appear quite rational. They can be very convincing.

However, the list given above consists of things which such a personality cannot detect in himself or herself. This is so true that if you thought you found yourself in one of the above, you most certainly are not antisocial. Self-criticism is a luxury the antisocial cannot afford. They must be right because they are in continual danger in their own estimation. If you proved one wrong, you might even send him or her into a severe illness.

Only the sane, well-balanced person tries to correct his conduct.

RELIEF

If you were to weed out of your past by proper interview or processing, if necessary, those antisocial persons you have known and if you then handle, you might experience great relief.

Similarly, if society were to recognize this personality type as a sick Being as they now isolate people with smallpox, both social and economic recoveries could occur.

Things are not likely to get much better as long as 20% of the population is permitted to dominate and injure the lives and enterprise of the remaining 80%.

As majority rule is the political manner of the day, so should majority sanity express itself in our daily lives without the interference and destruction of the socially unwell.

The pity of it is, they will not permit themselves to be helped and would not respond to treatment if help were attempted.

An understanding and ability to recognize such personalities could bring a major change in society and our lives.

THE SOCIAL PERSONALITY

Man in his anxieties is prone to witch hunts.

All one has to do is designate "people wearing black caps" as the villains and one can start a slaughter of people in black caps.

This characteristic makes it very easy for the antisocial personality to bring about a chaotic or dangerous environment.

Man is not naturally brave or calm in his human state. And he is not necessarily villainous.

Even the antisocial personality, in his warped way, is quite certain that he is acting for the best and commonly sees himself as the only good person around, doing all for the good of everyone, the only flaw in his reasoning being that if one kills everyone else, none are left to be protected from the imagined evils. His conduct in his environment and toward his fellows is the only method of detecting either the antisocial or the social personalities. Their motives for self are similar -- self preservation and survival. They simply go about achieving these in different ways.

Thus, as Man is naturally neither calm nor brave, anyone to some degree tends to be alert to dangerous persons and hence, witch hunts can begin.

It is therefore even more important to identify the social personality than the antisocial personality. One then avoids shooting the innocent out of mere prejudice or dislike or because of some momentary misconduct.

The social personality can be defined most easily by comparison with his opposite, the antisocial personality.

This differentiation is easily done and no test should ever be constructed which isolates only the antisocial. On the same test must appear the upper as well as lower ranges of Man's actions.

A test that declares only antisocial personalities without also being able to identify the social personality would be itself a suppressive test. It would be like answering "Yes" or "No"

to the question, "Do you still beat your wife?" Anyone who took it could be found guilty. While this mechanism might have suited the times of the Inquisition, it would not suit modern times.

As the society runs, prospers and lives solely through the efforts of social personalities, one must know them as they, not the antisocial, are the worthwhile people. These are the people who must have rights and freedom. Attention is given to the antisocial solely to protect and assist the social personalities in the society.

All majority rules, civilizing intentions and even the human race will fail unless one can identify and thwart the antisocial personalities and help and forward the social personalities in the society. For the very word "society" implies social conduct and without it there is not society at all -- only a barbarism with all men, good or bad, at risk.

The frailty of showing how the harmful people can be known is that these then apply the characteristics to decent people to get them hunted down and eradicated.

The swan song of every great civilization is the tune played by arrows, axes or bullets used by the antisocial to slay the last decent men.

Government is only dangerous when it can be employed by and for antisocial personalities. The end result is the eradication of all social personalities and the resultant collapse of Egypt, Babylon, Rome, Russia or the West.

You will note in the characteristics of the antisocial personality that intelligence is not a clue to the antisocial. They are bright or stupid or average. Thus, those who are extremely intelligent can rise to considerable, even head-of-state heights.

Importance and ability or wish to rise above others are likewise not indexes to the antisocial. When they do become important or rise, they are, however, rather visible by the broad consequences of their acts. But they are as likely to be unimportant people or hold very lowly stations and wish for nothing better.

Thus it is the twelve given characteristics alone which identify the antisocial personality. And these same twelve reversed are the sole criteria for the social personality if one wished to be truthful about them.

The identification or labeling of an antisocial personality cannot be done honestly and accurately unless one also, in the same examination of the person, reviews the positive side of his life.

All persons under stress can react with momentary flashes of antisocial conduct. This does not make them antisocial personalities.

The true antisocial person has a majority of antisocial characteristics.

Thus one must examine the good with the bad before one can truly label the antisocial or the social.

In reviewing such matters, very broad testimony and evidence are best. One or two isolated instances determine nothing. One should search all twelve social and all twelve antisocial characteristics and decide on the basis of actual evidence, not opinion.

The twelve primary characteristics of the social personality are as follows:

1. The social personality is specific in relating circumstances -- "Joe Jones said . . .," "The Star Newspaper reported . . ." and gives sources of data where important or possible.

He may use the generality of “they” or “people” but seldom in connection with attributing statements or opinions of an alarming nature.

2. The social personality is eager to relay good news and reluctant to relay bad. He may not even bother to pass along criticism when it doesn't matter.

He is more interested in making another feel liked or wanted than disliked by others and tends to err toward reassurance rather than toward criticism.

3. A social personality passes communication without much alteration and if deleting anything tends to delete injurious matters.

He does not like to hurt people's feelings. He sometimes errs in holding back bad news or orders which seem critical or harsh.

4. Treatment, reform and psychotherapy, particularly of a mild nature, work very well on the social personality.

Whereas antisocial people sometimes promise to reform, they do not: Only the social personality can change or improve easily.

It is often enough to point out unwanted conduct to a social personality to completely alter it for the better.

Criminal codes and violent punishment are not needed to regulate social personalities.

5. The friends and associates of a social personality tend to be well, happy and of good morale.

A truly social personality quite often produces betterment in health or fortune by his mere presence on the scene.

At the very least, he does not reduce the existing levels of health or morale in his associates.

When ill, the social personality heals or recovers in an expected manner, is found open to successful treatment.

6. The social personality tends to select correct targets for correction. He fixes the tire that is flat rather than attack the windshield. In the mechanical arts, he can therefore repair things and make them work.

7. Cycles of action begun are ordinarily completed by the social personality, if possible.

8. The social personality is ashamed of his misdeeds and reluctant to confess them. He takes responsibility for his errors.

9. The social personality supports constructive groups and tends to protest or resist destructive groups.

10. Destructive actions are protested by the social personality. He assists constructive or helpful actions.

11. The social personality helps others and actively resists acts which harm others.

12. Property is property of someone to the social personality and its theft or misuse is prevented or frowned upon.

THE BASIC MOTIVATION

The social personality naturally operates on the basis of the greatest good.

He is not haunted by imagined enemies but he does recognize real enemies when they exist.

The social personality wants to survive and wants others to survive, whereas the antisocial personality really and covertly wants others to succumb.

Basically the social personality wants others to be happy and do well, whereas the antisocial personality is very clever in making others do very badly indeed.

A basic clue to the social personality is not really his successes but his motivations. The social personality when successful is often a target for the antisocial and by this reason he may fail. But his intentions included others in his success, whereas the antisocial only appreciate the doom of others.

Unless we can detect the social personality and hold him safe from undue restraint and detect also the antisocial and restrain him, our society will go on suffering from insanity, criminality and war and Man and civilization will not endure.

Of all our technical skills, such differentiation ranks the highest since, failing, no other skill can continue, as the base on which it operates -- civilization -- will not be here to continue it.

Do not smash the social personality -- and do not fail to render powerless the antisocial personality in their efforts to harm the rest of us.

Unless we realize and apply the true characteristics of the two types of personality, we will continue to live in a quandary of who our enemies are and, in doing so, victimize our friends.

All men have committed acts of violence or omission for which they could be censured. In all Mankind, there is not one single, perfect human being.

But there are those who try to do right and those who specialize in wrong and upon these facts and characteristics you can know them.

MENTAL ILLNESS

27 DECEMBER 1988

The most dangerous mentally ill people do not necessarily act insane visibly. They are not the psychiatric, obvious cases who go rigid for years or scream for days. This is observed only in the last stages or during temporary stress.

A person who is severely mentally ill will exhibit a number of the following characteristics:

1. They pretend to do a job, but the real consistent result is destructive to the group in terms of breakage, lost items, injured business, etc.
2. They nearly always have a fixed emotional state. It does not vary in nearly all insane people. In a very few, it is cyclic -- high then low.
3. They are usually chronically physically ill.
4. They have a deep but carefully masked hatred of anyone who seeks to help them and will sometimes attack the source of help.
5. The result of their "help" is actually injurious.
6. They often seek transfers or wish to leave.
7. They are involved in warfare with conflicts around them which are invisible to others. One wonders how they can be so involved or get so involved in so much hostility.
8. They have a constant, unconscious determination to harm others. Sometimes this determination to harm is quite conscious.
9. Their insane actions are entirely justified and seem wholly rational to them.

Not all severely mentally ill people are suppressive. On the other hand, all Suppressive Persons are mentally ill and show many of the characteristics of the Antisocial Person.

PSYCHOSIS

27 DECEMBER 1988

About 15% to 20% of the human race, apparently, is insane or certainly a much higher per cent than was estimated by many authorities on the subject.

The truly insane do not necessarily act insane visibly. They are not the psychiatric obvious cases who go rigid for years or scream for days. This is observed only in the last stages or during temporary stress.

Under apparent social behavior, the continual crimes knowingly committed by the insane are much more vicious than ever has been catalogued in psychiatric texts.

All insane actions are entirely justified and seem wholly rational to them.

The product of their job duties is destructive but is excused as ignorance or errors.

They nearly always have a fixed emotional state. It does not vary in nearly all insane people. In a very few, it is cyclic -- high then low.

All characteristics classified as those of the "suppressive person" are in fact those of an insane person.

The easiest ways to detect the insane are:

1. Pretending to do a job or duties, the real consistent result is destructive to the group in terms of breakage, lost items, injured business, etc.
2. The case is no gain or rollercoaster and is covered under PTS symptoms.
3. They are usually chronically physically ill.
4. They have a deep but carefully masked hatred of anyone who seeks to help them.
5. The result of their "help" is actually injurious.
6. They often seek transfers or wish to leave.
7. They are involved in warfare with conflicts around them which are invisible to others. One wonders how they can be so involved or get so involved in so much hostility.

TYPES

The German psychiatric 1500 or so "different types of insanity" are just different symptoms of the same cause. There is only one insanity and from it spring different manifestations. Psychiatry erred in calling these different types and trying to invent different treatments.

DEFINITION

Insanity can now be precisely defined.

The definition is:

INSANITY IS THE OVERT OR COVERT BUT ALWAYS COMPLEX AND CONTINUOUS DETERMINATION TO HARM OR DESTROY.

Possibly the only frightening thing about it is the cleverness with which it can be hidden.

Whereas a sane person can become angry or upset and a bit destructive for short periods, he or she recovers. The insane mask it, are misemotional continuously and do not recover.

THE NATURE OF HUMANKIND

Man is basically good. This is obvious. For when he begins to do evil, he seeks to destroy his memory in order to change and seeks to destroy his body. He seeks to check his evil impulses by inhibiting his own skill and strength.

He can act in a very evil fashion, but his basic nature then makes it mandatory that he lessen himself in many ways.

The towering "strength" of a madman is a rarity and is compensated by efforts at self-destruction.

Man's mortality, his "one life" fixation, all stem from his efforts to check himself, obliterate his memory in a fruitless effort to change his conduct and his self-destructive habits and impulses. Thus, he loses his skills and abilities.

As this rationale proves out completely in processing and fits all cases observed, we have for the first time proof of his actual nature.

As only around 20% are insane, and as those who previously worked in the mental field were themselves sometimes insane, Humankind as a whole has been assigned an evil repute. Governments, where such personalities exist, listen to the opinion of the insane and apply the characteristics of 20% to the entire hundred per cent. This gives an 80% wrong diagnosis, which is why mental science itself was destructive when used by suppressive governments.

It was once thought that the technology of Grade II (Perpetration/Withhold Clearing) would help the insane. Since the insane person (the psychotic) is never "in session" (interested in own case and willing to talk to the Clearing Practitioner), he has difficulty benefiting from any level of processing. That is the barrier to their being healed by Clearing. All the technology of Level II applies to the insane, but they are usually never calm enough or rested enough to be able to benefit from that technology. The greatest value of Level II for the Clearing Practitioner is its use in spotting the insane person so they can be totally avoided. Stay away from the insane and you will have a happy life as a Clearing Practitioner. Always refer anyone who fits the description in this bulletin to a certified therapist or psychiatrist or just send them away. Believe us, the insane are deadly and dangerous to the Clearing Practitioner.

PATTERN OF BEHAVIOR

The apparent pattern of insane behavior is to "come in" (ask for processing, go on staff, etc.) with the advertised intention of being helped or helping, then

mess up either as a Preclear or on a job, then state how bad it all is and leave. It looks obvious enough. He came, found it bad, left.

This is only the apparent behavior. Apparent reasons.

Based on numerous cases, this is the real cycle. Hearing of something good that might help these hateful, awful, rotten, nasty people, the psychotic comes in, wrecks this, upsets that, caves in this one, chops up that one and when somebody says, "No!" the psychotic either:

1. Caves himself in physically (gets ill) or
2. Runs away.

The psychotic is motivated by intent to harm.

If he realizes he is harming things he shouldn't, he caves himself in. If he is afraid he will be found out, he runs.

In the psychotic, the impulse is quite conscious.

CONCLUSION

None of this is very nice. It is hard to confront Freud thought all men had a hidden monster in them for he dealt mainly with the psychotic and their behavior was what he saw.

All men are not like this. The percentage that are is greater than we supposed but is a long way from all men.

Artists, writers often have these types hanging around them as there is someone or something there to be destroyed. When success, or failure to destroy, or possible detection appears on the scene, they blow, often as destructively as possible.

Organizations are subjected to a lot of this. A psychotic sometimes succeeds in blowing off good staff. And then sooner or later realizes how evil he is acting and sickens or leaves.

The society is not geared to any of this at all. The insane walk around wrecking the place and decent people think it's "human nature" or "inevitable" or a "bad childhood".

S & Ds

12 OCTOBER 1988

There are three types of S & D (Search and Discovery). These are used to nullify the influence of Suppressive persons or things on a case so the person will be able to be processed and will no longer be PTS (a Potential Trouble Source). People who are PTS became that way because of suppression by persons or objects. Insanity is also remediable by S & Ds in cases where the person can be processed.

These are all Listing and Nulling processes and if the Clearing Practitioner is not well-trained and good at the technology of listing, not only will no good result occur but the Pc (given a wrong item, overlisted or underlisted, or cleared over an ARC Break or PTP) can be made ill.

Pcs who become ill are always to a greater or lesser degree PTS.

These questions should not be shown to a Pc as they may start him self-listing.

The "type" of S & D is determined by the first letter of the key word in the listing question (see below).

S & D TYPE U (Unmock)

"Who or what has attempted to unmock you?"

Where this does not communicate, use "Who or what has tried to make nothing out of you?" A very bad off case may respond best to "Who or what has unmocked you?"

"Type U" is the standard and most used S & D.

S & D TYPE S (Stop)

"Who or what are you trying to stop?"

This works on all cases to a greater or lesser degree. It is particularly useful on a case that is giving a great deal of trouble, gets small reads or is rather suppressive. This should work on the insane also as the point where a Being becomes insane is the point where he begins to generally stop things. The exact point where a Being ceases to be sane and becomes insane on any given subject is the exact moment he becomes dedicated to trying to stop people, things or ideas.

S & D TYPE W (Withdraw)

"Who or what are you trying to withdraw from?"

This is the action after a failure to stop has occurred.

In administering these, the best order would be Type W, Type S and then Type U, if you are going to give them all to the same Pc in a row.

The first thing a suppressive tries to do is "unmock" the Pc. The Pc then tries to "stop" the suppressive. Failing to stop the suppressive, the Pc "withdraws." "Unmock" is earliest on the Time Track, "stop" is next and "withdraw" is closest to present time. That is why we list Type W, "withdraw," first as it is closest to present time and, therefore, the easiest to confront. Next we do Type S, "stop," and then Type U, "unmock." You can remember this by thinking

of your favorite state university that starts with a “W” like “Washington State University” which is “WSU.”

Any or all can be given to the same Pc.

S & Ds can be given more than once to the same Pc.

Properly listed, the results are magical. If they are not magical, then listing tech is badly out and should be restudied from ALL materials and tapes on the subject.

Errors are located and repaired by the L4.

ON HUMAN BEHAVIOR

27 DECEMBER 1988

What we call the Suppressive Person can do the following things:

1. Everything bad that happened to you was
(a) ridiculous, (b) unimportant, (c) deserved.
2. Everything you and others did to the Suppressive Person was
(a) very important, (b) very bad, (c) irremediable.
3. Those things which you could do
(a) were without real value, (b) were better done by the Suppressive Person or others.
4. Sexual restraint
(such as punishment for masturbation) or perversion (such as incest).
5. Inhibition of eating
(such as heavy enforcement of manners or slapping children at the dinner table).

THE NO GAIN CASE

28 DECEMBER 1988

The suppressive person is a no-gain-case. That's how you spot one.

So avid is the suppressive person for the smashing of others by covert or overt means that his case is bogged and won't move under routine processing.

The technical fact is that he has a huge problem, long gone and no longer known even to himself and he uses hidden or forthright vicious acts continually to try to "handle" that problem. He does not act to solve the problems in the environment he is in; he is solving a problem in an environment, yesterday's, in which he is stuck.

The only reason the insane are hard to understand is that they are handling situations that no longer exist. The situation probably existed at one time. They think they have to hold their own by committing perpetrations against a non-existent enemy to solve a non-existent problem.

Because their perpetrations are continuous they have many withholds.

Since such a person has withholds, he or she can't communicate freely to as-is the block on the track that keeps him or her stuck in some yesterday. Hence, a "no-case-gain."

That alone is the way to locate a suppressive person. By viewing the case. Never judge such a person by their conduct. That is too difficult. Judge by no-case-gain. Don't ever use tests.

One asks these questions:

1. Will the person permit Clearing at all? or
2. Does his or her history of routine Clearing reveal any gains?

If (1) is present one is safe to treat the person as suppressive. It is not always correct but it is always safe. Some errors will be made but it is better to make them than to take a chance on it. When people refuse Clearing they are (a) a potential trouble source (connected to a suppressive person) (b) a person with a big discreditable withhold (c) a suppressive person (d) have had the misfortune to be "Cleared" too often by a suppressive person or (e) have been processed by an untrained Clearing Practitioner or one "trained" by a suppressive person.

The last category (e) - untrained Clearing Practitioner - is rather slight in the amount of damage caused to the individual but (d) - processed by a suppressive person - can be pretty serious, resulting in continual ARC breaks during which Clearing was pressed on without regard to the ARC break.

The best handling for any of these situations is a correction or repair assessment done by a Class IV Clearing Practitioner.

As for (2) above, here is the real test and the only valid test: Does his or her history of routine Clearing reveal any gains?

If the answer is no then there is your suppressive person. That is the test.

There are several ways of detecting this. When fair Clearing Practitioners or good ones have had to vary routine procedures or do unusual things on this case in an effort to make it gain (and of course have failed), when there are lots of notes in the folder from various people

saying do this, do that, you know that this case was trouble.

This means it was one of three things: 1. a potential trouble source 2. a person with a big withhold 3. a suppressive person.

This person, the suppressive, performs continued calculated covert hostile acts damaging to others.

The cyclic case (gains and collapses routinely) is connected to a suppressive person.

The person who is continually ARC broken is just somebody with a big withhold, not an ARC break.

Remember, the true test for a suppressive person is: no case gain by routine Clearing over a longish period of time.

PTS HANDLING

28 DECEMBER 1988

A great shock was the discovery that PTS conditions were going unhandled across the world and had been for some time.

“PTS” means Potential Trouble Source and means the person is affected adversely by a suppressive in his life. A PTS person can be a lot of trouble to himself and to others. The condition is not too difficult to handle and to find that all the tech of handling it was in disuse explained why there had been a lot of trouble and upset.

After a great deal of searching, it was found that PTS handling had been restricted only to Upper Level Alethanetic Clearing which is done after Grade IV. Thus one would find on Preclears programs that they were supposed to go all the way through Alethanetic Clearing and their grades before their PTS condition was handled. In actual fact a person who is PTS cannot be Cleared on anything else until the PTSness has been straightened out. This was operating as an effective barrier to cases.

The first thing you do for a Pc on any grade or without grades is handle his PTSness.

EDUCATING THE SUPPRESSED PERSON

28 DECEMBER 1988

In actual fact a person who is a Suppressed Person cannot be Cleared on anything else until the suppression has been straightened out.

When you find that you are trying to Clear a Suppressed Person, the very first thing you must do is to educate him on the fundamentals of the Stabilization Technology. The very first step handling is always education.

DO NOT begin any other Stabilization handling on any Suppressed Person until he has completed the basic education steps.

In the absence of education into the basics of the Stabilization tech, you will have failures in trying to help Preclears and students overcome past and present suppression. If you do a very thorough job on the education step you most likely won't have to go any farther because the person will see what is going on in her life and the whole situation will clear up magically.

For the purposes of training a Clearing Practitioner we will use the phrases "Suppressed Person" and "Potential Trouble Source" (PTS) interchangeably. However, when you are working with a Preclear use the phrase "Suppressed Person" as this is easier for the Preclear to confront and less likely to be a wrong indication to the Preclear. After all, who wants to be accused of being a "Source of Trouble?" That is a pretty heavy indictment

PTS situations can arise at any time during a person's Clearing or training program and must be handled speedily and well to get the person back on his course of Clearing or training. Many Preclears new to Clearing require PTS handling as one of their first actions.

Clearing or training must not be continued over an unhandled PTS situation as processing or study under the duress of suppression will not produce results.

You do not go on hoping or ignore it or call it something else or do any other action except handle. Handling PTSness is too easy to allow for any justification or excuse for not doing so, and the materials on Stabilization lay out the many handlings which can be used to bring about a full resolution of all PTSness in all people.

EDUCATION

A person who is PTS is often the last person to suspect it. He may have become temporarily or momentarily so. And he may become so very slightly. Or he may be very PTS and have been so for a long time. But he is nevertheless PTS and we must educate him into the subject.

Education sets a person up to understand his PTS situation and the mechanics of it. A thorough education is the basis of all successful PTS handling.

The following the Life Stabilization Course is not a long action and can and should be accomplished speedily. Its purpose is to give to any PTS student or Preclear the necessary data on the basics of PTS/SP tech so that he understands and is able and willing to successfully handle his or her PTS situation.

A possible procedure would be the following:

1. The student proceeds to the Life Stabilization Definition Sheet part of the Life

Stabilization Course. Someone should be around to help him get through any misunderstandings or other difficulties. In this step he can become familiar with the material at his own pace. During this step and in the subsequent steps, the student is going to be having realizations about the data and how it relates to his life. Be ready and willing to listen and acknowledge what he says.

2. Theory Coach the definition sheet in the course room sentence-by-sentence or paragraph-by-paragraph, depending on the literacy level of the student. After each part read, ask, "What do you consider that means?" If the student is getting it wrong or is having difficulty understanding, check for misunderstood words, get any words cleared and have the student reread that part. Then repeat, "What do you consider that means?", etc. until the student has duplicated what he just read.
3. After each definition is fully duplicated, discuss the definition with the student to get some actual examples of what this definition looks like in real life situations (from the experience of the student or others). If the student has trouble coming up with examples, make up a few of your own to get him started. Also answer any questions that come up.
4. After each definition is clear as above, have the student demonstrate the definition or concept with a demo kit or by drawing with color pens and paper. A white board (3 x 6 feet) or large drawing pad (2 x 3 ft) and colored marking pens are also valuable tools at this stage. You also might give short talks at the board and demo things for the student. If the student is giving demos that are too wordy or too full of significance, you can do a couple of demos to show him exactly what you want in a demo. The best demo is one that tells a story. Don't be afraid to roll up your sleeves to teach, instruct and interact with the student to get the data across to him.
5. Once you've gotten through all the definitions, ask the student what each word or phrase means by saying, "What is the definition of _____?" If you've done a good job on steps 1 through 4, the student should know all the definitions easily. The main thing is that the student knows these basic definitions at a conceptual level. If the student is still having trouble with a definition, find the misunderstood and get it cleared to a conceptual understanding. You might have to go back to the classroom situation and repeat steps 1 through 4 for one or more definitions. The main thing is to make sure the student understands all the definitions at a conceptual level.

LIST OF STABILIZATION WORDS

Here is a list of the words on the Stabilization Definition Sheet and some suggestions for clearing certain words.

AFFINITY

REALITY

COMMUNICATION

ARC

ARC BREAK

POSTULATE

Ask if he ever postulated anything. Have him tell you about it.

COUNTER (prefix)

Have the student give and demo several examples of postulate and counter-postulate.

PROBLEM

PRESENT TIME PROBLEM

PERPETRATION

WITHHOLD

MISSED WITHHOLD

HOSTILE

ANTAGONISM

SUPPRESS

Have the student give and demo several different examples of how someone or something could be suppressed.

SUPPRESSION

Have the student give you examples of suppression from movies he's seen or books he's read or suppression he's seen or experienced.

SUPPRESSIVE PERSON

SUPPRESSIVE GROUPS

ROLLERCOASTER

Ask him if he's ever been around anyone who rollercoasted. Let him tell you about it if he wishes.

SUPPRESSED PERSON

SEARCH AND DISCOVERY

This completes the definitions. The student now moves on to studying the key bulletins that clarify the PTS/SP phenomenon.

STUDY SECTION

The student reads and is checked out on the following bulletins as part of the Life Stabilization Course. To ensure a thorough understanding you might want to have another student Theory Coach the student through these bulletins or do it yourself if time permits. Remember the time spent on this material will save you hours and hours of wasted time due to upsets and rollercoasting. Remember to use the simplified versions of these bulletins found in the Life Stabilization Course.

THE ANTISOCIAL PERSONALITY PICTURE BOOK

MENTAL ILLNESS

ON HUMAN BEHAVIOR

ELEMENTS OF SUPPRESSION

THE SCALE OF EMOTIONS

THE SCALE OF EMOTIONS DEFINED

THE SCALE OF EMOTIONS AND SUPPRESSION

HOW TO SPOT A 1.1

AFFINITY, REALITY AND COMMUNICATION

CHART OF ATTITUDES

OBSERVING PEOPLE IN YOUR PAST AND PRESENT

Educating a Suppressed Person (PTS) person is the key to putting him at ease over the PTS situation. Do the Life Stabilization Course thoroughly and well; it will set up the PTS student or Preclear for a highly successful PTS handling. Stabilization tech is highly effective and powerful. Get the most out of it by applying it properly, with EDUCATION as the first step.

PTS INTERVIEWS

28 DECEMBER 1988

Interviews to discover a PTS condition are done on a meter.

The interviewer asks about:

1. Persons who are hostile or antagonistic to the Preclear.
2. Groups that are against mental or spiritual practices.
3. People who have harmed the Preclear.
4. Things that the Preclear thinks are suppressive to the Preclear.
5. Locations that are suppressive to the Preclear.
6. Past life things and Beings suppressive to the Preclear.

The above is a guideline for questioning, and questions are made up from the above 6 categories. The PTS interview is not rote. Also other questions can be made up that inquire about suppression in the life of the Preclear, for example, "Do you have a continuing upset with anyone?" See the bulletin called THE SUPPRESSED PERSON (PTS) INTERVIEW for other examples. You can make them up by the dozen.

In performing the interview, the interviewer must realize that a sick person is PTS. There are no sick people who are not PTS to someone or a group or something somewhere.

A somewhat suppressive Preclear will find the good people suppressive. This does not relieve his condition. He is PTS to SP people, groups, things or locations, no matter how SP he is.

Some PTS people will make trouble for good people because that is what PTS means (Potential Trouble Source). So do not believe that all the people he claims are suppressive people really are.

Further, when you do get the person or group or thing or location, the PTS person will begin to get well.

The PTS condition is actually a problem and a mystery and a withdrawal, so it is sometimes hard to find and has to be specially processed to locate it.

Usually it is quite visible.

Don't have a sick, rollercoaster Preclear appear for an interview and then say "not PTS." It's a false report. It only means the interviewer did not find it by asking enough of the right questions.

Those reading terminals found can be run and flattened with the MULTI-PROCESS TERMINAL RUNDOWN or THE SUPPRESSED PERSON RUNDOWN as given on the Level II course.

THE SUPPRESSED PERSON (PTS) INTERVIEW

28 DECEMBER 1988

Ask the following as an interview. Listen to the Pc carefully and write down what he or she says on worksheets. Write it up as a session and hand it in to your Case Supervisor (C/S) as you would any other session.

1. Are there any people who are hostile or antagonistic to you?
2. Does anyone disagree with what you are doing?
3. Does anyone not like your lifestyle?
4. Does anyone not like you the way you are?
5. Is anyone trying to make you change or be different?
6. Is there anyone who you have continual upsets with?
7. Is there anyone or anything that is suppressing you?
8. Are you unable to express yourself around certain people?
9. Are there any locations that are suppressive to you?
10. Is there anyone who has harmed you?
11. Did you think of someone and then decide not mention him or her?
12. Did any other person come to mind during this interview?

MISTAKES AND ILLNESS

28 DECEMBER 1988

In the presence of suppression, one makes mistakes. People making mistakes or doing stupid things is evidence that a Suppressive Person (SP) exists in that vicinity.

PTS HANDLING

There are two stable data which anyone has to have, understand and know are true in order to obtain results in handling the person connected to suppressives.

These data are:

1. That all illness in greater or lesser degree and all foul-ups stem directly and only from a Potential Trouble Source (PTS) condition.
2. That getting rid of the condition requires two basic actions:
 - A. Discover
 - B. Handle or Disconnect

Persons called upon to handle PTS people can do so very easily -- far more easily than they believe. Their basic stumbling block is thinking that there are exceptions or that there is other technology or that the two above data have modifiers or are not sweeping. The moment a person who is trying to handle PTSes gets persuaded there are other conditions or reasons or technology, he is at once lost and will lose the game and not obtain results. And this is too bad because it is not difficult and the results are there to be obtained.

To turn someone who may be PTS over to a Clearing Practitioner just to have him mechanically Cleared may not be enough. In the first place, this person may not have a clue as to what is meant by PTS and may be missing all manner of technical data on life. He may be so overwhelmed by a suppressive person or group that he is quite incoherent. Thus, just mechanically doing a process may miss the whole show as it misses the person's understanding of why it is being done. That is why an educational step, called the LIFE STABILIZATION COURSE, is done first.

A PTS person is rarely psychotic. But all psychotics are PTS, if only to themselves. A PTS person may be in a state of deficiency or pathology which prevents a ready recovery, but at the same time he will not fully recover unless the PTS condition is also handled for he became prone to deficiency or illness because he was PTS. Unless the condition is relieved, no matter what medication or nutrition he may be given, he might not recover and certainly will not recover permanently. This seems to indicate that there are "other illnesses or reasons for illness besides being PTS."

To be sure, there are deficiencies and illnesses just as there are accidents and injuries. But strangely enough, the person himself precipitates them because being PTS predisposes him to them. In a more garbled way, the doctors and nutritionists are always talking about "stress" causing illness. Lacking full technology, they yet have an inkling that this is so because they see it is somehow true. They do not understand the source of stress and, therefore, they cannot handle it. Yet they recognize it and they state that it is a senior situation to various illnesses and accidents.

What is this thing called "stress?" It is more than doctors define it -- they usually say it comes from operational or physical shock -- and thus they have too limited a view.

A person under stress is actually under a suppression on one or more major areas (dynamics) of his life.

If that suppression is located and the person handles and disconnects, the condition diminishes. If he also has all the past material Cleared and if all such areas of suppression are thus handled, the person would recover from anything caused by "stress."

Usually the person has insufficient understanding of life to grasp his own situation. He is confused. He believes all his illnesses are true because they occur in such heavy books!

At some time, he was predisposed to illness or accidents. When a serious suppression then occurred, he suffered a precipitation or occurrence of the accident or illness. Then with repeated similar suppressions, the illness or tendency to accidents became prolonged or chronic.

To say that a person is PTS to his current environment would be very limited as a diagnosis. If he continues to do or be something to which the suppressive person or group objected, he may become or continue to be ill or have accidents.

Actually, the problem of PTS is not very complicated. Once you have grasped the two data first given at the beginning of this bulletin, the rest of it becomes simply an analysis of how data apply to this particular person.

A PTS person can be markedly helped in three ways:

1. Gaining an understanding of the technology of the condition.
2. Discovering to what or to whom he is PTS.
3. Handling or disconnecting.

Someone with the wish or duty to find and handle PTSes has an additional prior step: He must know how to recognize a PTS and how to handle one when recognized. Thus it is rather a waste of time to engage in this hunt unless one has studied the material on suppressives and PTSes and grasps it without misunderstandings. In other words, the first step of the person is to get a grasp on the subject and its technology. This is not difficult to do if you study well and understand what is written. This step is called the LIFE STABILIZATION COURSE.

With this step done, a person has no real trouble recognizing PTS people and can have success in handling them and himself.

Let us consider the easiest level of approach:

1. Show the person the simpler SP/PTS materials and let him study them so that he knows the elements like "PTS" and "suppressive." He may just cognite right there and be much better. It has happened.
2. Have him discuss the illness or accident or condition, without much prodding or probing, which he thinks may now be the result of suppression. He will usually tell you it is right here and now or was a short time ago and will be all set to explain it (without any relief) as stemming from his current environment or a recent one. If you let it go at that, he would simply be a bit unhappy and not get well as he is discussing usually a late incident that has a lot of earlier incidents below it.
3. Ask when he recalls first having that illness or having such accidents. He will at once begin to roll this back and realize that it has happened before. You don't have to be processing him as he is all too willing to talk about this in a most informal manner. He will get back to some early this lifetime point usually.
4. Now ask him who it was. ("Who was suppressing you?" "Who was making life

miserable for you?", etc.) He will usually tell you promptly. And, as you are not really processing him and he isn't going into past lives and you are not trying to do more than key him out, you don't probe any further.

5. You will usually find that he has named a person to whom he is still connected! So you ask him whether he wants to handle or disconnect. If he can't disconnect or see how he can handle, you persuade him to begin to handle on a gradient scale. This may consist of imposing some slight discipline on him such as requiring him to actually answer his mail or write the person a pleasant "good roads/fair weather" note or to realistically look at how he estranged them. In short, what is required in the handling is a low gradient. All you are trying to do is move the PTS person from effect over to slight gentle cause. You then check with him from time to time to make sure that he is continuing his handling.

The above procedure (1 through 5) is called a 10 August 1973 Handling or "Ten Aug" as it was first published on that date.

AFFINITY, REALITY AND COMMUNICATION

20 FEBRUARY 1989

AFFINITY 1. a natural attraction to a person or liking for a thing. 2. a mutual attraction. 3. degree of liking or affection; the feeling of love or liking for something or someone. 4. a willingness to share the same space or a desire to be close to something or someone.

AGREE 1. to be in harmony or accord. 2. to be of the same opinion. 3. being or going together without conflict.

AGREEMENT 1. an agreeing; being in harmony or accord. 2. an understanding or arrangement between two or more people, countries, etc. 3. a contract.

REALITY 1. in human relationships, reality is measured by the amount of agreement between two or more people; a high reality means a high level of agreement. 2. solid objects; the real things of life.

RECEIPT POINT 1. where a communication is received. 2. the receiver of an idea, concept or object.

COMMUNICATION 1. the action of sending an idea across a distance to a receipt point (receiver) with the intention that it arrives at the receipt point; at the receipt point there must be attention and an understanding of what was received. 2. an interchange of objects or ideas between two people.

ARC 1. a word from the initial letters of Affinity, Reality, and Communication which together equate to understanding; pronounced by stating the letters: A-R-C; it has come to mean good feeling, love or friendliness: as, she was in good ARC with her friend. 2. the three things (ARC) necessary to the understanding of someone or something. (First the person must be in communication with someone or something. The most important activity in creating a relationship is communication. Then the person or thing must be real to some degree. Finally, there must be some degree of closeness or affinity. These three together (ARC) give us understanding.)

CLEARING 1. procedures designed to help an individual become successful and happy 2. the exhaustion of all the painfully unconscious moments of a person's life.

PRACTITIONER 1. a person who practices a profession, art, etc.

CLEARING PRACTITIONER 1. a person trained and qualified in applying Clearing processes and procedures to others for their betterment.

MISEMOTION 1. emotion which is irrational and inappropriate to the present time situation. 2. any emotion at or below 2.0 on the Scale of Emotions, e.g. antagonism, anger, covert hostility, fear, grief, apathy, etc.

There are three factors which are of the utmost importance in handling life. These three factors answer such questions as, "How should I talk to people?" -- "How can I sell people things?" -- "How can I give new ideas to people?" -- "How can I find out what people are thinking about?" -- "How can I handle my work better?"

These three factors are Affinity, Reality and Communication. We call this the A-R-C triangle. It is called a triangle because it has three related points. The first of these points is Affinity. The second of these points is Reality. The third of these points, and the most important, is Communication.

By Affinity we mean emotional response. We mean the feeling of affection or lack of

it, the feeling of emotion or misemotion connected with life. By Reality we mean the solid objects, the real things of life. By Communication we mean an interchange of ideas between two terminals. Without affinity there is no real communication. Without reality there is no affinity or communication. Without communication there is neither affinity nor reality. Now these are sweeping statements but are nevertheless very valuable and are true.

Have you ever tried to talk to an angry man? An angry man's communication is at a level of misemotion which repels all people from him. Therefore his communication factor is very low, even though very loud. He is attempting to destroy something or some other person; therefore, his reality is very poor. Very likely what he is being angry about apparently is not what has made him mad. An angry man is not truthful; thus it could be said that his reality, even on the subject he is attempting to voice, is poor.

There must be good affinity (which is to say affection) between two people before they are very real to each other. There must be good affinity between two people before they can talk together with any truth or confidence. Before two people can be real to each other there must be some communication between them. They must at least see each other, which is in itself a form of communication. Before two people can feel any affinity for each other they must to some degree, be real.

These three terms are interdependent, one upon the other, and when one drops, the other two drop also. When one rises, the other two rise also. It is only necessary to improve one corner of this very valuable triangle in order to improve the remaining two corners. It is only necessary to improve two corners of the triangle to improve the third.

To give you some idea of a practical application of this, there is the case of the young woman who had run away from home and whose parents would no longer talk to her. The young woman, a clerk in an office, was quite despondent and was doing very bad work. A Clearing Practitioner, whose attention had been directed to her by the office manager, gave her an interview and discovered that her parents were intensely angry with her and would no longer communicate with her at all. They had been so upset at her refusal (actually her inability) to follow a career as a concert pianist for which they had her studying at great expense that they had "washed their hands of her" and the unpleasantness had forced her to run away to another city.

Since that time they had not communicated with her but had spoken to people she had known in her home neighborhood in very bitter terms concerning her. In such a state of mind, since she was intimately involved with her parents and wished to be on the best possible terms with them, she could not work. Her failure to perform her work was disruptive in her own office. In other words, her affinity was very low and her reality on things was quite low since she might be said to have been elsewhere most of the time and thus the communication lines which passed through her hands were equally low and successfully jammed other communication lines in the office, at which time this matter became of intense interest to the office manager.

Ordinarily, in the workaday world, the office manager would have dismissed her and found another person to replace her. But employment was critical to her at the time and this office manager knew the modern thing to do. He sent for a Clearing Practitioner.

The Clearing Practitioner, knowing well this A-R-C triangle, did a very ordinary thing--to a Clearing Practitioner--which apparently worked magic as far as the young woman was concerned. He told her that she must write to her parents and regardless of whether they replied or not, she must write, and she did so. Naturally there was no reply. Why was there no reply from the parents? Well, the young woman, having disobeyed them and having moved out from beneath their control, was apparently no longer in contact with them. These parents did not consider her as real. She did not actually exist as far as they were concerned. They had actually said this to themselves. They had actually tried to wipe her out of their lives since she was such a disappointment. Therefore they had no emotion about her whatsoever except

perhaps a sort of apathy. They had been unable to control her and so they were apathetic about her; she was not very real to them. As a matter of fact, to have started her on a career that she could not complete indicates that the young woman could not have been very real to them in the first place. Her parent's career choice was undoubtedly beyond her capabilities.

So the Clearing Practitioner had her write a letter which was entirely "good roads and good weather." The young woman said that she was working in this other city, that the weather was good, that she was getting along well, and hoped that they were both well and sent them her love. The letter did not take up any of the problems or activities immediately behind her leaving home. The A of the letter, the affinity, was quite high; the C was present. What the Clearing Practitioner was trying to do was establish R, reality; the reality of the young woman's situation, being in another city, and the actual reality of her existence in the world. He knew that she was sufficiently involved with her parents that if they did not consider her real, she was not even real to herself. Of course the parents did not answer this first letter but the Clearing Practitioner had her write again.

After four letters, all of which said more or less the same things and entirely ignored the idea that there had been no reply, there was a sudden letter from the young woman's mother to her which was angry, but not with the young woman but with one of her old playmates. The young woman was held in line by the Clearing Practitioner and was not permitted to explode back through the communication line. Instead she was coaxed into writing a surprised, pleasant letter expressing her happiness at having heard from her mother. After this two letters came, one from the father and one from the mother. Both of them were very affectionate and hoped she was doing well. The young woman of course replied to these joyously but would have been completely propitiative if the Clearing Practitioner had permitted her to do so. Now a happy letter went back to each of them and in return two more letters came. Both letters were very congratulatory to the young woman at having found a job that she was interested in doing in life; there were requests as to where her clothes should be sent and a small draft of money to help her along in the city. The parents had already begun to plan their daughter's new career which was in exact line with what the woman could do in life--stenographic work.

Of course the Clearing Practitioner knew exactly what was going to happen. He knew that their affinity and reality would come up and the young woman's reality, affinity and communication in the office itself would rise as soon as this situation was remedied. He remedied it with communication, expressing affinity for the young woman and this of course, as it always does, produced reality. The young woman began to progress and now that her feeling of reality was sufficiently high, actually became a very valuable office worker.

HANDLING PTS SITUATIONS

28 DECEMBER 1988

The majority of the technology on how to handle PTS persons is already covered in the Life Stabilization Course. The following tips on handling PTS situations have been excerpted from a lecture by a master Clearing Practitioner as additional data for your use.

Here's what he has to say:

I coached a student one time as to how to talk to his parents. I coached him very, very carefully. I made him repeat everything to me, very carefully. "And when your mother says to you so-and-so, what are you going to say?" It was just good roads and good weather. I encouraged him to follow this exact patten with his parents. "Hello, Mama, how are you? How's Papa?" etc., simply good roads and good weather. And she says, "Yeow, yeow, yeow, yeow, yeow, yeow and you, . . .whawha, whawha wha." Why just say, "Well, alright, alright," and don't answer back and don't engage in any argument of any kind whatsoever. Give it an acknowledgement. I told him, "You are calling them up just because you're passing through and you were interested in how they are -- and that is your whole story." And he did, and that was the end of the whole situation. The student recovered. His relationship with the parents went totally normal. In other words, he was keeping it going by his worry, his upset, his letters, trying to answer their questions, his conversation with them. Whereas, I cut it all into just the pattern of something on the order of about a conservative emotional tone straight across. That was the end of the PTS condition.

A PTS condition also has outside handling steps. Just get hold of the guy, coach him in exactly what he's going to say. "Oh, but no, she'd never listen. She won't. She hasn't talked to me for seven years. She won't talk to me in any way, shape or form." Well, alright, alright, alright, that's fine, good. "Well, when is her birthday?" or something like that and the student says, "Well, as a matter of fact, it was a month or so ago," and you say, "Well, alright, why don't you send her a birthday card and tell her it's a belated birthday card and that you remembered her birthday and always had kind thoughts of her?" Now the incoming communication may blow his head off, and you just cool him off. Don't engage in any corner of this. This is not the game you're playing. You simply acknowledge any nice part that you can find. "Papa went hunting, and you're a dirty dog, and I've never seen the likes of you, and you're an ungrateful brat, and so on . . . and why don't you be like your Great Uncle Oscar who is now doing time in Sing Sing and will be executed next week?" And so forth, and you say, "I hope Daddy had a fine hunting trip." It's the only part of it you answer. You coach him into a two-way communication that is well above antagonism on the tone scale. That mostly consists of acknowledgements and mild interest in what's going on. You will find out these conditions will evaporate if you can prevent the backlash from being responded to by the PTS person. In other words, there are ways to handle this in real life.

You will find a great many people who are antagonizing other people. They're antagonizing them beyond belief, and they're telling them what's wrong with them, and they're telling them this and they're telling them that . . . and so on . . . and the person eventually gets very resentful. You cool off the present time scene sufficiently, one way or the other, so that the person can sit in a Clearing session without being distracted.

THE SOLUTION TO SUPPRESSION

28 DECEMBER 1988

THE GOAL

1. The elimination of the obviously suppressive people, places and things from your life.
2. Stop creating those actions which bring out suppressive behavior in others.

WHAT TO DO

1. List people who are hostile or antagonistic to you.
2. List people who have harmed you.
3. List people or groups who are opposed to mental or spiritual treatment.
4. List things and people who you think are suppressive to you.
5. List locations that are suppressive to you.
6. List all the things, people, situations, and places that you want to eliminate from your life.

Now go over the lists and see if there are people you could easily stop seeing and could easily eliminate from your life without any upset or dire consequences, such as a store clerk or an "old friend." Also check for suppressive things or locations that you could just as easily avoid. Draw a clean straight line through the above items.

For the remaining items on your lists, you will have to learn how to handle the situations in order to cool off the hostility and antagonism (as with parents, a spouse, boss or co-worker). This can be done by:

1. Seeing if you create antagonism in the first place with the person.
2. Seeing if you make yourself right by making them wrong.
3. Seeing if you have broken agreements or unkept agreements with them.
4. Seeing if you aren't communicating with them fully in a positive way and are communicating negatively with them.

This is handled by:

1. Stop antagonizing.
2. Stop making them wrong.
3. Start keeping your agreements.
4. Communicate positively.

Write them a nice, bright, positive letter filled with "good roads and good weather." Communicate in a positive way and omit the negativity. Understand that this may take awhile to do. At first, they may just jump all over you seeking revenge, but if you persist, all will go well -- leaving you well and happy!

LIFE STABILIZATION

DEFINITION SHEET

28 DECEMBER 1988

AFFINITY 1. the degree of attraction to a person or thing. 2. a feeling of affection. 3. a willingness to share the same space or be close to someone or something.

REALITY 1. the amount of agreement between two or more people. 2. the solid objects, the real things of life.

COMMUNICATION 1. the interchange of ideas or objects between two people.

UNDERSTANDING 1. knowing what is meant by someone or something. 2. the ability to think, learn, judge, etc.; intelligence.

ARC (TRIANGLE) 1. a word from the initial letters of Affinity, Reality, and Communication which together equate to understanding; pronounced by stating the letters: A-R-C; it has come to mean good feeling, love or friendliness: as, she was in good ARC with her friend. 2. the three things (ARC) necessary to the understanding of someone or something. (First the person must be in communication with someone or something. Then the person or thing must be real to some degree. Finally, there must be some degree of closeness or affinity. These three together (ARC) give us understanding.

ARC BREAK 1. a sudden drop or cutting of one's affinity, reality or communication with someone or something; upsets with people or things come about because of a lessening or violent breaking apart of affinity, reality, communication or understanding. (It is called an ARC break because if one discovers which of the three points of understanding have been cut, one can bring about a rapid recovery in the person's state of mind. It is pronounced by its letters, A-R-C break).

POSTULATE (noun) 1. a self-created conclusion or decision about something which shapes, forms or creates past, present or future existence; an example would be if a person held the postulate, "I am a well and happy person," then most or all of the individual's existence would be well and happy.

POSTULATE (verb) 1. to draw a conclusion or make a decision about something. 2. to claim; to demand; to require. 3. to assume without proof to be true, real or necessary. 4. to assume; to take as self-evident.

COUNTER- (prefix) 1. Opposition, as in direction or purpose; for example counter-act.

PROBLEM 1. a difficulty a person has that is caused by his holding two or more contradictory viewpoints on the same subject. 2. a conflict containing a postulate and counter-postulate of equal force or value. 3. a situation demanding a solution.

NOTE: For a problem to be a problem, it must contain a lie; otherwise it would not persist. Commonly we consider other people and their viewpoints to be the cause of our problems. That lie in itself keeps our problems squarely in place.

PRESENT TIME PROBLEM 1. a problem that exists in the physical universe NOW on which the person has his attention rigidly fixed. 2. something worrying a person so much that he would rather be off doing something about it than be in session.

PERPETRATION 1. an unintended bad result. 2. something you do that you wouldn't want done to you. 3. an aggressive or destructive act which harms broadly. 4. an intentionally

committed harmful act, committed in an effort to solve a problem.

WITHHOLD (noun) 1. a perpetration that a person deliberately conceals for fear of retaliation or punishment if it were known or found out by another. 2. something a person has done that he is afraid to talk about. 3. an unspoken, unannounced violation of the moral code by which a person is bound.

WITHHOLD (verb) 1. to hold back; keep back; restrain.

MISSED WITHHOLD 1. a concealed perpetration which the person suddenly suspects has been found out by another; a withhold which another person nearly found out about, leaving the person with the withhold in a state of wondering whether his hidden deed is known or not.

HOSTILE 1. unfriendly opposition or resistance in thought or action.

ANTAGONISM 1. mutual resistance; opposition; hostility. 2. the condition of being an opposing principle, force or factor.

SUPPRESS 1. to squash, to sit on, to make smaller, to refuse to let reach, to make uncertain about reaching, to render or lessen in any way possible by any means possible.

SUPPRESSION 1. a harmful intention or action against which one cannot fight back. (Thus, when one can do anything about it, it is less suppressive.)

SUPPRESSIVE PERSON 1. a person who suppresses other people. 2. a person who is hostile, or antagonistic to another individual, and who has a counter-postulate to that individual. 3. a person who actively seeks to suppress or damage others either consciously or unconsciously.

SUPPRESSIVE GROUP 1. a group which suppresses or damages people. 2. a group that dominates the lives and thoughts of its individual members by the use of brainwashing techniques; a rigid, authoritarian group where individual will and personal integrity are subjugated in unquestioning allegiance to a leader who is considered to be the only source of the only solution to life.

ROLLERCOASTER 1. a person who gets better, then worse, then better, then worse as a result of being suppressed by someone in her present or past.

SUPPRESSED PERSON 1. someone who is connected to a suppressive person or has been connected to a suppressive person sometime in the past. 2. someone who is connected to a person or group opposed to his life style. (The suppressive person is invalidating the individual, his way of being, the individual's progress and his life in general.) 3. someone on an emotional rollercoaster who is way up today and way down tomorrow. 4. a person who gets a beautiful session and then caves in or gets terribly ill. (Being suppressed results in illness and rollercoaster and is the cause of illness and rollercoaster.) 5. a "Potential Trouble Source" (PTS) who is accident prone, gets ill easily, has emotional ups and downs and who generally causes trouble in a family or group.

Note: For a person to remain suppressed there must be a menace in the environment that keeps the person continually reactivated. This gives recurring unpleasant feelings, unrelieved by usual Clearing. Actions can be taken which give relief, but if the menace is actual and persists, the unpleasant feelings will just come back.

SEARCH AND DISCOVERY (S and D) 1. The procedure used to locate sources of suppression in a person's life; locates the suppressive person or persons.

COMPLETE PTS HANDLING - STEP BY STEP

28 DECEMBER 1988

THE GOAL OF THIS HANDLING: A person who can be in session, look at her own case without too much difficulty, talk to the Clearing Practitioner, get gains from Clearing and hold on to those gains reasonably well.

A. Have the student or Preclear complete Section One of the Life Stabilization Course.

B. Interview the student or Preclear using the Suppressed Person (PTS) Interview.

A PTS interview will, in most cases, assist the person in spotting the antagonistic or SP element. Once spotted, the PTS person can be assisted in working out a handling for that person or in deciding to disconnect from that person.

C. Have the student or Preclear study Section Two and Section Three of the Life Stabilization Course.

If the student or Preclear is literate she can take them home to read. If the student or Preclear has difficulty reading and comprehending written data then you might have to Theory Coach all bulletins.

D. Have the student or Preclear fill out and complete the bulletin called **OBSERVING PEOPLE IN YOUR PAST AND PRESENT**. This can be done interview style with the Clearing Practitioner asking the questions and assisting in locating where people are on the Scale of Emotions and the Chart of Attitudes. You can also have the student or Preclear do it solo and read through it with her later. Giving someone more attention and help will yield better results.

By this point or earlier the whole PTS situation might just clear up. Don't push the person beyond the point where she is no longer PTS. If it hasn't cleared up, now is a good time to turn the information you have in to your Case Supervisor (C/S) for review. Remember each case is different and needs its own special handling. Here are some possible ways to proceed:

CLEARLY TYPE ONE: Encourage the person to disconnect from, not see anymore, leave, etc. the source of the suppression. If this works, great! If any difficulty is encountered on this step, or if the SP cannot be easily found, the Preclear or student is probably not PTS Type One and could be turned over to a Clearing Practitioner qualified to handle Type Two PTS situations. But go ahead if you feel up to it. Your Case Supervisor can help.

TYPE TWO: If there is no real SP in present time, then you have to go earlier to find the real SP. If the Pc has a definite symptom or complaint you can do a 10 August 1973 Handling:

1. Clear the simpler SP/PTS materials as given in the Life Stabilization Course if not already done. Let him study data so that he knows the elements like "PTS" and "suppressive." He may just cognite right there and be much better. It has happened.

2. Have him discuss the illness or accident or condition, without much prodding or probing, which he thinks may now be the result of suppression. He will usually tell you it is right here and now or was a short time ago and will be all set to explain it (without any relief) as stemming from his current environment or a recent one. If you let it go at that, he would simply be a bit unhappy and not get well as he is discussing usually a late incident that has a lot of earlier incidents below it.

3. Ask when he recalls first having that illness or having such accidents. He will at once begin to roll this back and realize that it has happened before. You don't have to be processing him as he is all too willing to talk about this in a most informal manner. He will get back to some early this lifetime point usually.

4. Now ask him who it was. ("Who was suppressing you?" "Who was making life miserable for you?", etc.) He will usually tell you promptly. And, as you are not really processing him and he isn't going into past lives and you are not trying to do more than key him out, you don't probe any further.

5. You will usually find that he has named a person to whom he is still connected! Run this "real" SP in the 4 Magic Questions. Then run the current "apparent" SP in the 4 Magic Questions. Ask him whether he wants to handle or disconnect. If it is a definite disconnect all you have to do is make sure he does it. If he can't disconnect or see how he can handle, you persuade him to begin to handle on a gradient scale. This handling will include whatever is needed to accomplish the result, and will, of course, vary depending on the person and his circumstances. This may consist of imposing some slight discipline on him such as requiring him to actually answer his mail or write the person a pleasant "good roads/fair weather" note or to realistically look at how he estranged them. A good roads, fair weather approach to the antagonistic person as given in the bulletin called AFFINITY, REALITY AND COMMUNICATION is usually what is needed. The handling must be agreed upon by the PTS person and the person assisting him and must be tailored to put the person at cause over his particular situation. Handling may include coaching him along to see how he himself actually precipitated the PTS condition in the first place by not applying or by misapplying Clearing basics to his life and relationship with the now antagonistic terminal. In short, what is required in the handling is a low gradient. All you are trying to do is move the PTS person from effect over to slight gentle cause. You then check with him from time to time to make sure that he is continuing his handling.

The above procedure (1 through 5) is called a 10 August 1973 Handling or "Ten Aug" as it was first published on that date.

Note: If there is no current definite symptom or complaint find out who the current apparent SP reminds the Pc of, "Who does your boss remind you of?" Then do the 4 Magic Questions on the earlier real SP and then the boss.

IF NONE OF THIS WORKS

If none of the above steps are producing the end result of someone who can be in session and get gains then you are probably looking at a Type III PTS situation or the person is an SP. The person could be on drugs, medicines or alcohol. Drug handling is the subject of Part II of the Life Expansion Consultant Course.

The Type III Suppressed Person can be recognized by wild and extreme rollercoasting. This person looks and acts "burned out." She can't sleep well and/or has some problem with eating. She may also be chronically late for session or cancel frequently. At the first hint of "Type III" get the person on to a licensed psychotherapist or simply send them away. You should have a comm line with a therapist who is sympathetic to Clearing. Again, as a Clearing Practitioner never attempt to handle a Type III.

You might ask the question "Why would a Suppressive Person ever go to a Clearing Practitioner?" Usually at the point one of these guys gets a fatal illness or gets into chronic intractable pain he will come to Clearing as a last ditch effort to save himself. However, the SP does not respond to Clearing at any time and efforts to bring him back to health will be futile. That is the definition of an SP - NO GAINS IN CLEARING. This seems so hard to believe that many a Clearing Practitioner will attempt to help and fail. And the SP will subtly or openly

blame you for not getting him well again. It is really a pathetic thing to watch since you know this guy has committed a lifetime of perpetrations to the point where he now sits in irreversible mental and spiritual darkness. The rule here is: If a person is not getting immediate results with the lightest processes, then do not go on hoping. Send the person on to some other mental or physical therapy. This may sound a bit cruel, but if you ever have the misfortune of dealing with a “no gain case” and then have to watch him suffer and slowly die you will know what we are talking about.

Remember the purpose of Clearing is to make the able more able. The lightest processes in the world work immediate miracles on the Social Personality. Be a successful Clearing Practitioner by finding able people and helping them to become more able. If a person’s PTSness is not clearing up rapidly and easily with the above techniques then you are in over your head as a Clearing Practitioner and you should send them on to some other mental or physical therapy.

THE HIDDEN STANDARD

28 DECEMBER 1988

STANDARD (noun) 1. something established for use as a rule or basis of comparison in measuring or judging capacity, quantity, content, extent, value, quality, etc. 2. something used by general agreement to determine whether or not a thing is as it should be. 3. a level or grade of excellence, attainment, etc., regarded as a goal or measure of adequacy. 4. some measure, principle, model, etc. with which things of the same class are compared in order to determine their quantity, value, quality, etc. [Middle English; Old French *estandard*; probably from Germanic *standan*, to stand + *ort*, a place; hence, a standing place]

HIDDEN (adjective) 1. concealed; obscure; not seen or known; secret; mysterious. [Anglo Saxon *hydan*, hide or skin of an animal; literally, that which is hidden under animal skin so that it cannot be seen]

A Hidden Standard is an undisclosed opinion, decision or consideration which an individual formed sometime in the past of how things should be which has never been acknowledged or accepted by others, and which the individual uses automatically to judge and measure his own progress as well as the propriety of the actions and behavior of others. Usually the person is not even aware of his hidden standard; he uses it unconsciously.

Usually someone wanted to attain an improvement when he or she started Clearing. This wished-for improvement, until achieved, remains as a hidden standard (by which one judges whether or not he has improved). If the wish is attained, then one “knows Clearing works.” If the wish is not attained, then one isn’t sure Clearing works.

The hidden standard is a mental or physical difficulty which the Preclear uses to measure his case gain. The hidden standard is a case improvement measurement used secretly by the Preclear. More specifically, it is the problem the person thinks must be resolved before Clearing can be seen to have worked. It is a standard by which to judge Alethiology or Clearing or the Clearing Practitioner. The hidden standard is always an old problem of long duration.

Like all other problems it is preceded by and is the result of a prior confusion. The hidden standard has an NCG (a no case gain) aspect as it is a persistent and often present time problem. Since it is hidden and has never been fully verbalized by the Preclear, it doesn’t as-is or begin to clear up. The Preclear is more or less unaware of his hidden standard and applies it unconsciously to the world around him and his Clearing. It’s that “fear of people feeling” or that “pain the neck” that is used to measure whether Clearing is working or not. Clearing is done over this problem and a Pc Cleared over the top of a problem will not make case gain. The hidden standard, therefore, can be a barrier to all case gain since it is a problem. Sometimes just getting it verbalized and stated exactly will cause it to as-is and blow. Often this hidden problem will blow early in a person’s Clearing, but in some cases it does not get handled. It just rides along as a barrier to any case gain.

The hidden standard causes a fixation of attention. When attention is fixed we have an unawareness of other things than the object or subject of fixation and a lessening of Self-Determinism to a point of Other-Determinism. For example: The Pc is always bringing upcars. He has trouble with cars, has ARC Breaks about cars, withholds about cars, commits perpetrations on cars. It worries him all the time; it is a constant, persistent problem.

The Pc whose attention is fixed manifests it in several ways. He will be continuously introverted on the area, will bring it up often in session but it doesn’t seem to blow. It shows up in correspondence, frequent originations, a fixed vague stare, all evidence of introversion. The Pc may not originate it. This fixation shows up as a problem but is usually a hidden standard.

The techniques for handling the hidden standard are beyond the scope of Level I Muzzled Style Clearing, but the key question is: “What would have to happen for you to know that Clearing works?” Further tech for handling the hidden standard is found on Level II. The full technology for handling the hidden standard is found on Level IV.

SUPPRESSIVES AND HIDDEN STANDARDS

28 DECEMBER 1988

If you find a suppressive in a person's life, you will also find a chronic problem.

A problem is a postulate-counter-postulate.

When a person is faced with suppression, he is facing a counter-postulate.

A hidden standard is a problem a person thinks must be resolved before Clearing can be seen to have worked. It's a standard by which to judge Clearing or the Clearing Practitioner.

This hidden standard is always an old problem of long duration. It is a postulate-counter-postulate situation -- the source of the counter-postulate was suppressive to the person.

Therefore, you can always find a suppressive by finding a person's hidden standard and following it back to when it began. You will find there a suppressive to the person.

Similarly if you trace back the persons and groups who have been suppressive to the individual, you will find a hidden standard popping into view.

The datum is: a case that betters, then worsens (a "rollercoaster case" or a "rollercoaster") is always connected to a suppressive person.

The rollercoaster is caused by the hidden standard going into action. "My eyesight didn't get better." Locate a present time suppressive on the case and trace that suppressive back to others earlier and you suddenly see the Pc brighten up and (apparently for no reason) state that his eyesight suddenly improved.

A case that betters and worsens (a rollercoaster) is always connected to a suppressive person and will not get steady gain until the suppressive is found or the basic suppressive person earlier.

Because the case doesn't get well, he or she is a potential trouble source (PTS). To us, to others, to himself. It makes the person think he is no better. Suppressives suppress the Pc just like that, so long as a hidden standard is present. You can't successfully Clear the person because there is a hidden standard.

THE SCALE OF EMOTIONS AND SUPPRESSION

28 DECEMBER 1988

While it is true that every person at or below 2.0 on the Scale of Emotions is not a Suppressive Person, it is at the same true that every Suppressive Person is for certain at or below 2.0 on the Scale of Emotions. This is probably why the Suppressive Person does not get gains or wins from Clearing and usually will not engage in Clearing in the first place unless he sees Clearing as an opportunity to destroy the Clearing Practitioner or her practice by demonstrating conclusively that Clearing does not work. He may also see Clearing as a way of self-destruction. This may sound crazy, but it is true from hard won experience. See the bulletin called THE ANTISOCIAL PERSONALITY.

It has been found that most Suppressives are at 1.1 (covert hostility) on the Scale of Emotions. One of the characteristics of a 1.1 is that he is difficult to spot since his hostility is so well concealed. It is, therefore, of great importance that the Clearing Practitioner is able to spot and disconnect from the 1.1 immediately and tactfully. The best policy is to never go on processing someone who is not getting immediate gains and wins from Clearing.

The next most common level for a Suppressive is 1.2 (no sympathy) followed by 0.05 (apathy) and grief 0.5 (grief). These three level of emotion are a much smaller percentage than the 1.1.

When clearing the stabilization data with your Pc be sure to have her study the material having to do with the 1.1. She could spot and be able to disconnect from loads of Suppressives right at that point. It is well worth the time spent.

HOW TO SPOT A 1.1

28 DECEMBER 1988

REFERENCE: THE SCALE OF EMOTIONS DEFINED

The main difficulty with a 1.1 is that she is difficult to spot. She may come up to you and say something really obvious like, "My dear, what a lovely dress! I was taking a short cut through Penny's the other day on my way to Nordstrom's and I saw that same dress. My! You do have an eye for bargains." And then she may not be so obvious. You'll have to look for some of the tell-tale signs that show up because many of the characteristics of the 1.1 will be carefully concealed at first. The 1.1 maintains a carefully contrived act, a social front, which covers up his or her true hostility. This may often lead you to believe that the 1.1 is much higher on the scale. So don't be distracted by a person's words; instead, observe his or her behavior. The 1.1 always puts on a good show.

Every person learns early in life to stage a show called "Look what a wonderful person I am." We are all forced to do this to some extent. If we always displayed our true feelings we might find it difficult to hold a job or to get a job or to get on in the world. The problem here is that those below 2.0 on the Scale of Emotions have to maintain this front almost all of the time or they would wind up in jail or in a mental institution. And no one wants that. So the person below 2.0 puts on a continuous stage show for us and the 1.1 is the master thespian. We are captivated by the performance on center stage. Here on center stage we see a light drama of highly ethical conduct and perfect manners where all the characters behave perfectly. Suddenly a breeze blows through the stage area from an opened door. The backstage curtains blow aside for a moment and for a split-second we see a rape or an axe murder or some other nasty scene. This is highly disturbing for an instant; then the curtain is back in place and our attention is back on center stage and the wonderful, light performance going on there. We put what we saw for an instant out of our mind and continue to be captivated by the performance. This is analogous to what we are doing when we want to place someone on the Scale of Emotions; we pay attention to what we saw when the curtain blew aside for an instant. To spot a 1.1 you must be able to watch for tell-tale signs and not be captivated by his or her performance. If you are captivated by the performance you will think everyone is above 2.0 on the Scale of Emotions. This is okay, but you should expect to be sold a lot more "Snake Oil" this lifetime. If you want to live a more successful, happier life learn to be observant when those curtains blow aside for an instant. We want to note and confront the ugly little things we see. Now the 1.1 is going to explain away what you saw for an instant in some highly "logical" way, but you just pay attention to what you saw and don't let the 1.1 explain away what you actually observed.

Here are some of characteristics to look for:

PROMISCUITY: Not every 1.1 is promiscuous, but, be warned, this is a common trait of the 1.1. Why so? This type of behavior causes a lot of pain to those affected. Here the 1.1's hatred of and hostility toward others can be covered over by pleas for honesty and openness in the sexual area. Only the apathy person at 0.05 is more promiscuous than the 1.1. The 1.1 is promiscuous simply because it causes so much pain to so many people and the 1.1 knows how to inflict emotional pain. It's just as simple as that. The essence of the 1.1 is contrariness; therefore, we might go so far as to say that if the 1.1 were to live in a society where promiscuity was moral and monogamy inflicted emotional pain, then the 1.1 would probably be monogamous.

ENERGY AND BRILLIANCE: The 1.1 is often brilliant, intelligent and energetic beyond the norm. He has to be because he's so afraid of everyone and everything that he has to compensate with tremendous drive and intelligence. Notice that 1.1 is between fear (1.0) and anger (1.5) and much closer to fear than anger. At fear is "flight" and at anger is "fight." The 1.1 is stuck between the classic flight or fight alternatives and actually vibrates between these

two choices at 20 to 60 cycles per second, beta brain wave frequencies, giving him a kind of buzzy or compulsive energy. This gives him a late to bed-early to rise pattern and an inability to rest properly. This is very stressful to the body and eventually his endocrine and nervous systems break down from this vibratory stress. This gives us the next tip-off to a 1.1.

ENDOCRINE AND NEUROLOGICAL ILLNESSES: With the 1.1 these are the systems of the body that burn out first. This is a pretty good indicator of the 1.1 personality. Again not every person who develops an endocrine or neurological illness is a 1.1, it is just an indicator that one should investigate further.

IRRESPONSIBILITY: Remember all below 2.0 on the Scale of Emotions are seeking to succumb. The 1.1 will often promote very unethical methods of operating in life while screening these propositions with “principles” which sound ethical. An example of this would be the minister who preaches, “get rich quick with no work by positive thinking” while he or she lives lavishly on the donations of the unwary. Here is the con-artist, the clever liar, the quick, glib promoter who promises the universe and delivers nothing. This type of person always covers his or her lies with the highest sounding ethical rhetoric. An example in the 1980’s was the “Air Plane” [see (1) below] games where all the rhetoric of the 1970’s New Age was used as a cover for a very ordinary “Ponzi scheme” [see (2) below]. Watch out. When you hear some glib, fast talking, slick promoter talking about an easy buck, you are listening to a 1.1 whose pseudo-ethical talk is a smoke screen for some unethical idea. Don’t give him or her any money; just walk away.

THE QUICK COME-BACK: Most of all, watch how you feel around a 1.1. They have a way of making others feel “not quite cool enough.” They are masters of the pun and the quick “come-back” and the playful tease. If you constantly feel embarrassed, “uncool” or not quite bright enough around someone, you’ve got yourself a 1.1; no doubt. She’s fast, she’s cool, she’s part of the “in crowd” and you’re not.

This should give you a good start in spotting the 1.1. There is probably enough to fill volumes, but this should help out for now.

(1) This is a game that operates much like an endless chain letter. The new participant buys in for \$1500.00 and becomes a passenger on the airplane. He finally moves forward to the captain’s chair and collects thousands of dollars from incoming passengers. When the scheme finally collapses, as they always do, the last people into the game always lose their money.

(2) “Ponzi scheme” is named after an Italian named Ponzi who first used it widely in modern times. Ponzi collected money from investors and began paying them a very high interest rate like 40 or 50 per cent. Naturally all the friends of these lucky investors wanted in on the action. They also received this very high interest which attracted even more investors. What these unfortunate people didn’t know or realized was that Ponzi was using part of the money from the new investors to pay interest to the old investors. There were no valid investments. J. David and Company used that very scheme to bilk investors here in San Diego out of millions of dollars.

SUPPRESSION AND PROBLEMS

23 SEPTEMBER 1988

The Potential Trouble Source phenomenon has troubled Beings as long as there have been civilizations. This phenomenon was first researched in the 1960's and a great deal of technology has been developed since then to identify and handle the PTS condition.

In researching advanced levels of Clearing in the late 1970's, more fundamental basics were discovered. These new discoveries are:

PEOPLE WHO BECOME PTS ARE IN THE VALENCE OF THOSE WHO CAUSED THEM UNSOLVABLE PROBLEMS.

PTS PEOPLE CAN DRAMATIZE THIS BY CAUSING PROBLEMS FOR OTHERS.

Therefore, any PTSness should be handled before other courses and Clearing are done, otherwise the student or Preclear may make problems out of the rest of the course or Clearing.

Surveys have found that in modern society even parents sometimes make enormous problems for their children. This has been a factor that has affected courses and Clearing for some people.

Someone who is PTS is liable to make problems out of things and situations that would not be problems to someone who isn't PTS.

On courses and in classrooms, the problems created by such students can multiply like an epidemic throughout a course room or classroom. When this occurs - and it will occur frequently - the supervisor or teacher finds himself teaching an endless course or is stopped altogether by such students in a classroom. When this happens nobody gets through the course. The supervisor's time is spent fruitlessly trying to "solve" these problems created by the PTS student. But, of course, they never really get solved. As soon as one problem is handled, another one pops up. A winning student today becomes a losing student tomorrow. Students have "tremendous wins" and then promptly lose them. This is the rollercoaster side of PTSness showing up.

THEORY

The basic discovery is that a person who is creating problems has gone into the valence of a Suppressive Person who created problems for him.

There is a very subtle aspect to PTSness and that is that the PTS person will create problems out of everything he does; and when you handle one "unsolvable" problem for him and you think you have it all nicely solved, up he comes with another equally "unsolvable" problem. All these people produce is problems - they don't produce products, they produce problems.

This actually gives us two new definitions for "problem." The first would be "any situation demanding solution" and the second would be "an unsolvable situation for which a solution is being demanded." The latter is what suppressive persons do continually; they demand solutions while posing unsolvable problems.

A course supervisor actually discovered this "problem factory" phenomenon while working with a group of students. He kept getting problems and he would solve them all very neatly, only to find that he was given a whole new set of problems and this is what led to the breakthrough. He checked into an area where he was getting nothing but problems and found

that two out the seven people in that area were wildly PTS! They were spraying problems all over the place and even affecting neighboring areas. And to make the thing really complicated, the five other people there had gone PTS to the two PTS people.

The basic theory is that the first person started out by making a problem for another (who was probably PTS himself) and then the second person made plenty of problems back. The second person got overwhelmed by all these problems to such a degree that he went into the "SP's" valence. Now he will act according to his idea of that valence - you see the valence and his idea of the valence are not necessarily the same thing. His idea of the valence is that it creates a lot of problems so that's exactly what he will do - create problems. Now because you're dealing with an SP valence the problems become a generality and you get an A=A=A of problems: all problems = all problems, and this guy will just create problems all over the place. Because all these problems are now flying around the area, the remainder of the people in such a place are liable to become mildly or grossly PTS.

Could it be possible we are talking about our modern "civilization?"

The impulse to create problems instead of solve them happens to be contrary to the basic purpose of the mind. As you will find in our basic books, the mind is supposed to solve problems relating to survival. A suppressive person, or one who is PTS and in a suppressive valence, is therefore trying to put out a succumb message. While he may be demanding that people use their minds, this is just a cover for the fact that he is showing them conclusively that they can't. This is done by creating problems which are unsolvable. When you find PTSness, you will find that many of a person's solutions are destructive when they exist at all. Incidentally, this undoubtedly affects a person's IQ. So a person who is PTS can appear to be very stupid indeed. Furthermore, when you try to give such a person some wins, you are not likely to succeed. He'll just make further problems out of your attempt to help.

As long as he's in that valence, his solutions are going to be psychotic; they're not solutions, just more problems.

We have now gotten down to the reason people rollercoaster. Of course they rollercoaster. They're just creating problems. That is why a PTS person rollercoasters.

CLEARING PRACTITIONER ABILITY

14 AUGUST 1989

A Clearing Practitioner's ability to handle PTS students and Preclears will either make or break that Clearing Practitioner. The reason for this is that almost all the people you have on your lines as students or Preclears are going to be to some degree PTS at some point. And if you're not an expert at handling it, you and your practice will go right down the drain.

PTSness is unavoidable in this universe. People probably have to be to some degree PTS to be here in the first place. Check out any history book and you will see that history is just one unending stream of oppression, treachery, suppression and domination. So the brutal, cold truth is: a Clearing Practitioner who can't spot and handle PTS people and situations is simply not going to survive as a Clearing Practitioner. He must know the PTS tech at a conceptual level. He must instinctively know what to do.

In the absence of PTSness, training students and processing Preclears is a breeze and anyone could do it with total success. You just put students through checksheets and process Preclears by running one grade after another to the state of Clear and beyond. There is just nothing to it; it's so simple and easy that anyone could do it. When it isn't simple and easy, it is always PTSness (or you have an actual suppressive person or psychotic on your hands).

Let's say you're a trained Clearing Practitioner and you've given some very successful sessions to even one or two Preclears with some rave success stories and some real tangible, observable gain. You feel good and you can see that those Preclears feel good about your Clearing procedure and your basic tech. We can say from this small amount of experience that you are good a Clearing Practitioner capable of producing results and "miracles as usual." You feel good and you're ready to take on the whole aberrated planet and Clear everybody.

Now some guy or gal comes along and gives you nothing but trouble. You try to teach them some basic tech on a simple course and they just argue with you and fight against your help. You give them an introductory session and after session they want to know if they're supposed to feel any different or how this is supposed to help them. Perhaps they sabotage your efforts by not getting enough sleep, coming to course or session without eating breakfast or by sniffing Cocaine or smoking Marijuana. You get all caved in and forget about all the gains you got out of training and Clearing and you also forget about all the wins you've seen other people get. You feel terrible that you can't help them and forget about all the easy and good results of the past. Just one of these guys can ruin your whole day or your whole practice. Never underestimate the damaging effect of just one of these PTS or SP people in your environment. They can "kill the space" by their presence alone.

It is so easy to do the wrong thing with a situation like this. The wrong thing to do is to go into doubt about your ability to help people and to go into doubt about the simple, basic technology and processes. After all, a simple touch assist will produce a miracle on a normal healthy person. So don't get into unusual solutions like thinking they need more advanced processes or heavier processes or "Rebirthing" or Acupuncture. Don't invent special processes or new tech to handle them. None of these unusual solutions will handle the situation. In groups and practices where heavy or hypnotic techniques are used, these techniques just push the person down scale to apathy where they become a smiling, gleeful, compliant robot. And that is not our goal and that is why we do not get into unusual solutions.

The thing to do is to immediately recognize the PTS situation, take them off course or cease Clearing and begin PTS handling. Don't wait, wonder or delay; begin PTS handling immediately.

Here's what to do:

1. Put in a mild gradient of ethics by getting the person get proper rest and food. Also make sure they cut out the drugs and not drink alcohol 24 hours before they come in to see you.
2. Do the Life Stabilization Course.

That may handle the situation for most people right there. Now here's how you tell the difference between a PTS person and a Suppressive Person (a psychotic). The PTS person will begin to have cognitions and brighten up on reading the material on the Life Stabilization Course. She'll say, "Rollercoaster! That's me for sure; I do that all the time. Wow! So that's the reason." You'll see charge blowing off the person right before your eyes. The Suppressive Person will fight and argue with the data. She will continue to make you and the data wrong. The PTS data will not indicate to the Suppressive Person because they are basically psychotic and bent on destruction. The data will just remind them of all the perpetrations they are committing in life and they won't like it at all. So just politely, if possible, and quickly get rid of this type of person. Get them out of the space.

For some the data just doesn't indicate and they will not keep their agreements to get sufficient food and rest or they will continue taking drugs, etc. In this case you've got someone who is below 2.0 on the Scale of Emotions (probably at apathy or grief). No amount of training or processing is going to help this person so you might as well shuffle them off to some drug rehabilitation group or some kind of group therapy. Don't waste you time with them.

With a person who has realizations and who brightens up on the Life Stabilization Course, the next step would be the various PTS interviews and further handlings. The person might just blow out of their PTSness on the Life Stabilization Course with a valence shift and become stable and cooperative. In this case just return them to where they left off in their training or processing.

Remember, don't continue to train or process a person who is a Potential Trouble Source (PTS). They will be potentially and actually a source of trouble until the condition is handled.

Also, don't attempt PTS handling on a person who is just out ruds or who needs an Interiorization Rundown as they will rebel and you will think you have a Suppressive Person on your hands when you don't have one.

THE SUPPRESSED PERSON (PTS) INTERVIEW

28 DECEMBER 1988

Ask the following as an interview. Listen to the Pc carefully and write down what he or she says on worksheets. Write it up as a session and hand it in to your Case Supervisor (C/S) as you would any other session.

1. Are there any people who are hostile or antagonistic to you?
2. Does anyone disagree with what you are doing?
3. Does anyone not like your lifestyle?
4. Does anyone not like you the way you are?
5. Is anyone trying to make you change or be different?
6. Is there anyone who you have continual upsets with?
7. Is there anyone or anything that is suppressing you?
8. Are you unable to express yourself around certain people?
9. Are there any locations that are suppressive to you?
10. Is there anyone who has harmed you?
11. Did you think of someone and then decide not mention him or her?
12. Did any other person come to mind during this interview?

THE SUPPRESSED PERSON RUNDOWN

A MAGICAL NEW RUNDOWN

2 JANUARY 1989

At times the results of “ordinary” Alethiology tech are extremely impressive, even to an old timer. We are by this time, quite accustomed to miracles as usual, but magic is not quite so commonplace an occurrence, even these days, and is worthy of special note.

Many times the suppressive person to whom the Pc is PTS exists in present time and is still capable of causing trouble or upset for the Pc. It is to this situation that the Suppressed Person Rundown is addressed.

This new rundown, the Suppressed Person Rundown, produces the wondrous result of changing the disposition of an antagonistic person at a distance, by clearing the PTS Preclear. Where this person was antagonistic, invalidative, hostile or downright suppressive, he will suddenly have a change of heart and seek to make peace with the PTS Pc.

This Rundown is not considered complete until the magic occurs; that is, on this Rundown, we take a PTS Pc and we clear this Pc and clear him and clear him on Problems Processes until a major change occurs in the antagonistic person’s universe, which prompts him to make a friendly overture to or concerning the Pc.

This friendly and unprompted origination or attempt at origination from the antagonistic person to or concerning the Pc will occur in all cases if Problems Processes are run and are fully flattened. This happens no matter how out of comm the two persons have been or what length of time has intervened between their last communication.

The rundown is continued until the EP occurs. Each problem process is run to its own EP.

This is how it works. The Pc, due to some act or acts previously committed, has gone the effect of the antagonistic person. The person then attempts to suppress the Pc. The Pc, already the effect of the person, becomes the effect of the suppression. So the Pc’s own postulate to improve himself and his conditions

is countered by the suppressive person’s counter-postulate which the PC has taken as his own, and he is thus given a present time problem of sufficient magnitude to prevent case gain, as only a present time problem will halt the progress of a case. To the present time problem are added ARC breaks with the antagonistic person, and as only ARC breaks will worsen a case, the result is no gain or deterioration of a case by reason of the suppressive connection in the environment.

A possible simple explanation for what occurs is: the Pc, on running Problems Processes, comes up to cause on his problems with the person and when he is continued on problems, he will break through and actually run out the antagonistic person’s problems which he has given to him.

When this occurs, the formerly antagonistic person will get into communication with the Pc or by communicating in a friendly way to others about the Pc. He will write a letter to make peace, or he will make a phone call to say “All is well” or he will tell Aunt Betty he feels much better about the Pc and has decided to let bygones be bygones. It sometimes occurs that the antagonistic person does not know where the Pc is but he will still try to communicate.

This friendly origination by the antagonistic person is the EP of the Rundown. If the person hasn’t yet originated, you haven’t run enough Problems Processes. **THE ONLY TIME**

THIS DOESN'T WORK IS WHEN YOU HAVEN'T RUN ALL POSSIBLE PROBLEMS PROCESSES OR HAVE RUN THEM WITH OUT-TECH SUCH AS A BROKEN METER.

The EP of the Rundown has been reached when the antagonistic person originates in a friendly way to the Preclear or seeks to communicate to the Pc in a friendly manner. It's not just a cessation of hostilities; it's more than that. Even if the antagonistic person doesn't know the Pc's address he will find out, or he will put word out and the Pc will hear from or about the antagonistic person. And it will be a friendly message. Even if the antagonistic person doesn't know the Pc's address, news will reach the Pc that the antagonistic person wishes bygones to be bygones. That is the EP you are aiming for, and you continue to Clear Problems Processes with the Pc on the antagonistic person until that occurs.

It is very important not to underrun the Rundown. Some Clearing Practitioners will be tempted to end off the Rundown because the Pc has had a major win or ability regained or some such. When the Pc has had a major win, you would of course let him have his win and would leave him off Clearing until the persistent F/N dies down, but you do not accept as the EP of the Rundown anything other than the formerly antagonistic person originating, with no coaxing, in a friendly way to or about the Pc. You keep running problems until the EP is attained. You do want to see the magic, don't you? And the only way this Rundown can fail is by not continuing to run Problems Processes until this EP is attained.

One of the many advantages of the Suppressed Person Rundown is its simplicity. There are very few places where it can go off the rails. This Rundown does, however, require expert metering and very standard handling, and the C/S should be alert to the following:

- 1) The Clearing Practitioner must realize that the target of this Rundown is not just the Pc; the target is the antagonistic person the Pc is connected to. And the EP is not just a change in the Pc, but a change in the antagonistic person of a positive, friendly communication to the Pc. The Clearing Practitioner and C/S must realize that the above is the target and EP for this rundown.
- 2) ALL Problems Processes must be run on the antagonistic person, and failure to run enough Problems Processes is the only thing that will prevent this Rundown from working.
- 3) The Clearing Practitioner who does this Rundown must be skilled at metering so he doesn't miss reads and fail to run reading flows or attempt to run unreading flows. Imprecise metering can undermine the results of the Rundown as the running of all charged flows on problems is vital. The Clearing Practitioner must be able to read a meter and must take instant reads which occur instantly on clearing or calling the command. (Reference: INSTANT READS)
- 4) Each reading flow of each Problems Process must be taken to its full EP which is cog, F/N and VGIs. The C/S should ensure that the processes are indeed taken to EP, that one or more Problems Processes have not been left underrun, unflat or unrun.

Some Clearing Practitioners may say they've done the Rundown and the Pc's in beautiful shape and he's had tremendous gains and now the Suppressed Person Rundown is complete.

Your answer to this is: "Finish the Rundown. Continue until the person gets in touch with the Pc to make peace." And sure enough, a day or two or three later the Pc, in utter amazement, will report that her sister, who hasn't spoken to her for 10 years has just sent her an affectionate letter or that his father, who disowned him when he got into a spiritual or mental practice, has just called to say "Hello" and that they had a great chat, just like old times.

It always happens when Problems Processes are fully run.

So there you have it, the Suppressed Person Rundown, quite an amazing magical feat, and very easily achieved with good standard Clearing. Use it well and fully and you'll get smashing one-for-one successes on PTS Pcs.

PROCESSES FOR THE SUPPRESSED PERSON RUNDOWN

2 JANUARY 1989

Sometimes when you get a hot PTS terminal through an interview or other question which elicits terminals, the terminal turns out to be so heavily charged that one problems process is not enough to get the terminal completely flat. We have devised a series of processes to handle such a terminal. The Clearing Practitioner uses these problems processes with the terminal in the blank space and continues using one process after another until the terminal is flat and/or the special EP for the Suppressed Person Rundown is achieved (Ref: THE SUPPRESSED PERSON RUNDOWN). The Pc may reach an EP on the terminal before all the processes are run. If this happens, indicate the F/N and end off running that terminal. Rarely, more processes are needed to flatten a terminal and if this is the case, additional processes are given elsewhere.

I. THEN AND NOW PROBLEMS PROCESS

Flow 1:

1. Recall a problem you've had with_____.
2. How did it seem to you then?
3. How does it seem to you now?

Flow 2:

1. Recall a problem_____has had with you.
2. How did it seem to her/him then?
3. How does it seem to her/him now?

Flow 3:

1. Recall a problem_____has had with another.
2. How did it seem to her/him then?
3. How does it seem to her/him now?

Flow 3A:

1. Recall a problem another has had with_____.
2. How did it seem to her/him then?
3. How does it seem to her/him now?

Flow 0:

1. Recall a problem you've had with yourself because of_____.

2. How did it seem to you then?
3. How does it seem to you now?

Note: Run each flow to EP.

II. CONFRONT PROCESS I

Flow 1:

1. Tell me a problem you have with_____.
2. What part of that problem could you confront?

Flow 2:

1. Tell me a problem_____has with you?
2. What part of that problem could s/he confront?

Flow 3:

1. Tell me a problem another has with_____.
2. What part of that problem could s/he confront?

Flow 3A:

1. Tell me a problem_____has with another.
2. What part of that problem could s/he confront?

Flow 0:

1. Tell me a problem you have with yourself because of_____.
2. What part of that problem could you confront?

III. CONFRONT PROCESS II

Flow 1:

1. What problem about_____could you confront?
2. What problem about_____would rather not confront?

Flow 2:

1. What problem about you could_____confront?

2. What problem about you would_____rather not confront?

Flow 3:

1. What problem about another could_____confront?

2. What problem about another would_____rather not confront?

Flow 3A:

1. What problem about_____could another confront?

2. What problem about_____would another rather not confront?

Flow 0:

1. Concerning_____what problem about yourself could you confront?

2. Concerning_____what problem about yourself would you rather not confront?

Note: Run each flow to EP.

IV. INVENT PROCESS

Flow 1:

Invent something worse for you than_____.

Flow 2:

Invent something worse for_____than you.

Flow 3:

Invent something worse for others than_____.

Note: Run each command to EP.

Then run:

1. Spot where_____is now.

2. Spot where you are now.

Note: Run alternate repetitive to EP.

V. CREATIVE PROCESS

Flow 1:

1. Get the idea of solving a problem with_____.
2. Get the idea of not solving a problem with_____.

Flow 2:

1. Get the idea of_____solving a problem with you.
2. Get the idea of_____not solving a problem with you.

Flow 3:

1. Get the idea of_____solving a problem with another.
2. Get the idea of_____not solving a problem with another.

Flow 3A:

1. Get the idea of another solving a problem with_____.
2. Get the idea of another not solving a problem with_____.

VI. PROBLEMS AND SOLUTIONS

Flow 1:

1. What problem have you had with_____?
2. What solutions have you had for that problem?

Flow 2:

1. What problem has_____had with you?
2. What solutions has s/he had for that problem?

Flow 3:

1. What problem has another had with_____?
2. What solutions has s/he had for that problem?

Flow 3A:

1. What problem has_____had with another or others?
2. What solutions has s/he had for that problem?

Flow 0:

1. What problem have you had with yourself because of_____?
2. What solutions have you had for that problem?

The terminal should be run using these processes until it is flat, which means if the Pc has a big win, VVGIs, wide F/N, end off. Be careful not to overrun.

The smoothest running is accomplished by checking each command for a read as you clear it. Strictly speaking, if it doesn't read, don't run it.

If you need more processes, use the processes on the MULTI-PROCESS TERMINAL RUNDOWN or consult your C/S.

POLICIES ON “SOURCES OF TROUBLE”

14 FEBRUARY 1989

Policies exist for types of persons who have caused us considerable trouble.

These persons can be grouped under “sources of trouble.” They include:

(a) Persons intimately connected with persons (such as marital or familial ties) of known antagonism to mental or spiritual treatment. In practice such persons, even when they approach Clearing in a friendly fashion, have such pressure continually brought to bear upon them by persons with undue influence over them that they make very poor gains in processing and their interest is solely devoted to proving the antagonistic element wrong.

They, by experience, produce a great deal of trouble in the long run as their own condition does not improve adequately under such stresses to effectively combat the antagonism. Their present time problem cannot be reached as it is continuous, and so long as it remains so, they should not be accepted for Clearing by any Clearing Practitioner.

(b) Criminals with proven criminal records often continue to commit so many undetected harmful acts between sessions that they do not make adequate case gains and therefore should not be accepted for processing by Clearing Practitioners.

(c) Persons (and all their immediate families) who have ever threatened to sue, embarrass or attack or been a party to an attack on Alethiology or a Clearing Practitioner, whether publicly or privately, should never be accepted for Clearing. They have a history of only serving ends other than case gain and commonly are treasonous right from the start. They have already committed perpetrations and cannot then accept help from those they have tried to injure.

(d) Responsible-for-condition cases (persons who insist the Clearing Practitioner or some data is wholly responsible for the condition of their cases) have been traced back to other causes for their condition too often to be acceptable. Such cases demand unusual favors, free Clearing and tremendous effort on the part of Clearing Practitioners. Review of these cases show that they were in the same or worse condition long before Clearing, that they are using a planned campaign to obtain Clearing for nothing, that they are not as bad off as they claim, and that their antagonism extends to anyone who seeks to help them, even their own families. Establish the rights of the matter and decide accordingly.

(e) Persons who are not being Cleared on their own determinism are a liability as they are forced into being processed by some other person and have no personal desire to become better. Quite on the contrary they usually want only to prove the person who wants them Cleared wrong, and so they do not get better. Until a personally determined goal to be processed occurs, the person will not benefit.

(f) Persons who “want to be processed to see if Clearing works” as their only reason for getting Clearing have never been known to make gains as they do not participate. They should not be accepted for Clearing.

(g) Persons who claim that “if you help such and such a case” (at great and your expense) because somebody is rich and influential or the neighbors would be electrified, should be ignored. Processing is designed for bettering individuals, not progressing by stunts or giving cases undue importance. Process only at convenience and usual arrangements. Make no extraordinary effort at the expense of other persons who do want processing for normal reasons. Not one of these arrangements has ever come off successfully as it has the unworthy goal of notoriety, not betterment.

(h) Persons who “have an open mind” but no personal hopes or desires for Clearing or knowingsness should be ignored, as they really don’t have an open mind at all but a lack of ability to decide about things and are seldom found to be very responsible and waste anyone’s efforts “to convince them.”

(i) Persons who do not believe anything or anyone can get better have a purpose for being processed entirely contrary to the Clearing Practitioner’s and so in this conflict, do not benefit. When such persons are trained they use their training to degrade others. Thus they should not be accepted for training or Clearing.

MORE ON PTS

13 JULY 1989

PTS is a connection to an SP. That is true. But what may be overlooked is that persons of the middle class (which is a culture, not an income bracket, to which belong all the puritan hypocritical mores of the cop and the get-a-job-be-a-moderate-plugging-success) frown very terribly on anything that the least bit tries to make a better world. The middle class wants the world of a job and order and even hypocrisy and cops because they are AFRAID. They hold their narrow views because any other views may disturb their 20 year house mortgage, the store, the job. So when someone decides to make a better world they look on him as a direct menace even though the dull middle class world is a sort of slavery and suicide. It is the middle class that tries the hardest to keep the down-and-outer out and down, who go along with a cop America and hate support of anything not their class. And nearly every PTS you have will be found one way or another to be PTS to the middle class. As a group, not as individuals, the middle-class parent world suppresses anything different. So you have PTSes.

The bulk of your PTSes may very well be PTS to a class, the middle class of which their particular SP is simply a member. Few of them realize this or even that the middle class (bourgeoisie) ARE very suppressive to anyone who tries to do something in the world besides support the system. My attitude in this is that both the capitalist and communist are alike old hat and a bore, that they've made a ruddy mess of things, exhausted the planet and, with their senseless wars, smashed up mankind.

I have sometimes heard that less PTSes are found than are found people with the question "Do you have problems in your environment?" reading on a meter. I began to wonder about it. Then I heard of PTSes being simply transferred or demoted. Now listen, these people are PTS and there must be a total grasp on that tech. It IS a tech.

It is definitely out-tech to either (1) transfer someone who is PTS to another area yet still keep the person on one's lines or (2) to put someone who is PTS on a lower post, AS A MEANS OF HANDLING, as it is not handling at all.

The person has to handle. If he does so he will begin to get well and cease to have problems. The reasons he cannot handle are because he tries to do it in the heroic fashion that is required in a disconnect. Handling can be very, very gradient. I have seen a case where the person was simply coached to give his parents good roads and good weather and not take up any enthesia and have seen the person pull right out of it and get well. It doesn't have to be an explosive handling. It can be very gentle. All you want is the person at cause and that is attained on a gradient toward the SP.

The whole crux of PTSes is HANDLE. And the misunderstood on is how gently one can handle.

Many of them are caught up in the mystery of why they are snarled at and have no conception of the Middle Class as a formidable and jealous force that goes psychotic when it feels anyone get away from the treadmill and threaten their uneasy and doomed lives.

One tries to find what it is and then persuades them into handling. That's the tech.

EVERY ONE OF THOSE PEOPLE CAN BE STRAIGHTENED OUT. EVERY OF THEM SHOULD BE.

Every one who reads on "problems in your environment" is some degree PTS. Most of them don't even know what the letters stand for. So there is an educational step, the PTS/SP Checksheet. It does not mean they have been connected to ogres. It means they are suppressed by someone or something, OFTEN FAR EXTERIOR TO THEIR PRESENT

POSITION OR AREA. So there is an educational step. The tech is in HCO PLs and HCOBs. It is perhaps given more directly herein, as it applies to that exact scene.

So go to it. Really get a grip on it. And handle the hell out of them yourselves.

CASE REMEDIES

12 OCTOBER 1988

REMEDY A

Remedy A locates the misunderstands a person has in the technology of Clearing. Originally it read "misunderstood words." Words, of course, will emerge in the general run of "misunderstood" without specifically saying "misunderstood words."

As a Level IV process, Remedy A is done by Listing and Nulling. It can also be done with 2 W/C as given in the bulletin on Level II called DEFINITION PROCESSES.

The listing question is:

"In (the subject of) Clearing technology who or what has been misunderstood?"

The item is found on the list and given to the Pc. If needed, it can be looked up in a dictionary.

The laws of Listing and Nulling all apply.

If the Pc won't have the item, it is not correct and the list must be straightened up with an L4 repair assessment.

REMEDY B

Remedy B locates misunderstood words in an earlier subject. It is done by three lists. These three may only be done by formal Listing and the general tech of listing as governed by Level IV tech. Also see the 2 W/C version of Remedy B as given in the bulletin on Level II called DEFINITION PROCESSES.

LIST 1B

This is done to locate what in present time (PT) is giving the Pc trouble. It is done as a list and the item is found.

The listing question is:

"In your studies of Clearing technology who or what are you having trouble with?"

The item is found and given to the Pc. This step is governed by all the tech of listing.

LIST 2B

The item found on List 1B is now listed in order to find the past track subject similar to what is giving trouble in present time.

The listing question is:

"In your past, who or what was similar to(item found in List 1B)?"

It is highly illegal to limit the question to this lifetime.

All the rules of listing apply. The item is found and given to the Pc.

LIST 3B

The third list of the process is now done.

The listing question is:

“Who or what was misunderstood in(the item found on list 2B)?”

Listing is governed by the general tech of listing as found in Level IV. The item is found and given to the Pc.

This completes Remedy B.

If an F/N and Cognition occurs any time during the process with very good indicators thoroughly visible in the Pc, the process is concluded at that point.

The process is used on anyone having trouble studying the technology of Clearing. The trouble, as it doesn't clear up with Remedy A, is coming from some prior subject.

More than one of these can be done if all steps are done for each one.

S & D

Search and Discovery of Suppression is called an “S & D.” It locates the suppressives on the case.

The earliest S & D process asked merely who might have been suppressive to the Pc. This is still valid but there are two flaws in it:

1. The Clearing Practitioner does not do a listing type S & D at all but just chattily brushes it off.
2. The list from this question contains an actual suppressive that is passed right over many times.

Therefore, an undercut for this question was developed which obtained much better results because the new question reached deeper.

The new question was:

“Who or what might have suppressed you?”

Then an even deeper question was found. This was:

“What purpose has been suppressed?”

This “Purpose S & D” would have 2 lists. The first is for the purpose as above and the second would be “Who or what suppressed.....(purpose found)?”

Then researchers developed what we will now use as an S & D.

It is one of those killer processes. It is VERY strong. So it isn't to be carelessly done.

If you get a wrong item on an S & D, you can make the Pc ill. So one has to do an S & D right and follow all the rules of listing as given in Level IV tech.

The real question for an S & D was established only when a purpose all Suppressives have in common, a very fundamental effort in suppressives, was found.

The key S & D question is:

“Who or what has attempted to unmock you?”

Unmocking (an effort to reduce or make disappear) is the primary effort of suppressives.

Therefore the listing question on test delivers up items totally overlooked by the earlier types of S & D.

The question needs to be cleared carefully for Preclears new to Clearing. If it has to be re-phrased, watch out as the meaning may vanish. “Tried to make nothing of you” will work.

This S & D question must be done by LISTING only and with great care to follow Level IV Listing tech as it, being powerful, will backfire on the Pc if done carelessly and a wrong item is found.

The item is found by listing and then given to the Pc. The steps of the Suppressed Person Rundown and the PTS Rundown may be used to run out the charge on the item.

When a list item found is a generality (multiple subject, not specific such as “dogs” or “the public”), the item should be given to the Pc and then represented:

Who or what would represent “the public”?

This gives a specific item such as “Tom Jones.” A general must not be given to the Pc as the final result of an S & D.

S & Ds

12 OCTOBER 1988

There are three types of S & D (Search and Discovery). These are used to nullify the influence of Suppressive persons or things on a case so the person will be able to be processed and will no longer be PTS (a Potential Trouble Source). People who are PTS became that way because of suppression by persons or objects. Insanity is also remediable by S & Ds in cases where the person can be processed.

These are all Listing and Nulling processes and if the Clearing Practitioner is not well-trained and good at the technology of listing, not only will no good result occur but the Pc (given a wrong item, overlisted or underlisted, or cleared over an ARC Break or PTP) can be made ill.

Pcs who become ill are always to a greater or lesser degree PTS.

These questions should not be shown to a Pc as they may start him self-listing.

The "type" of S & D is determined by the first letter of the key word in the listing question (see below).

S & D TYPE U (Unmock)

"Who or what has attempted to unmock you?"

Where this does not communicate, use "Who or what has tried to make nothing out of you?" A very bad off case may respond best to "Who or what has unmocked you?"

"Type U" is the standard and most used S & D.

S & D TYPE S (Stop)

"Who or what are you trying to stop?"

This works on all cases to a greater or lesser degree. It is particularly useful on a case that is giving a great deal of trouble, gets small reads or is rather suppressive. This should work on the insane also as the point where a Being becomes insane is the point where he begins to generally stop things. The exact point where a Being ceases to be sane and becomes insane on any given subject is the exact moment he becomes dedicated to trying to stop people, things or ideas.

S & D TYPE W (Withdraw)

"Who or what are you trying to withdraw from?"

This is the action after a failure to stop has occurred.

In administering these, the best order would be Type W, Type S and then Type U, if you are going to give them all to the same Pc in a row.

The first thing a suppressive tries to do is "unmock" the Pc. The Pc then tries to "stop" the suppressive. Failing to stop the suppressive, the Pc "withdraws." "Unmock" is earliest on the Time Track, "stop" is next and "withdraw" is closest to present time. That is why we list Type W, "withdraw," first as it is closest to present time and, therefore, the easiest to confront. Next we do Type S, "stop," and then Type U, "unmock." You can remember this by thinking

of your favorite state university that starts with a “W” like “Washington State University” which is “WSU.”

Any or all can be given to the same Pc.

S & Ds can be given more than once to the same Pc.

Properly listed, the results are magical. If they are not magical, then listing tech is badly out and should be restudied from ALL materials and tapes on the subject.

Errors are located and repaired by the L4.

THE MAIN TROUBLE IN S & D

The main trouble in S & D is simply the Clearing Practitioner's inability to do Listing and Nulling smoothly. They have two troubles in Listing and Nulling. They underlist or they overlist.

If they do either one of these things, they are going to ARC Break the Pc and then the list isn't going to be nullable because the Pc is not responding to the Clearing Practitioner's voice as well. It quite often was the first one on the list which is where they never looked. More fundamental than that is simply the problem of reading a CB Meter. Those technical facts are in the road of S & D.

Some Clearing Practitioners haven't learned how the Meter reacts when you've got a complete list. (A Meter just falls flat when you've got a complete list. The needle goes clean). Some Clearing Practitioners aren't sure that they've got any SP, and they just didn't see that the Meter did a surge on one of them. Some have overlisted the Pc and just plowed the guy in, so he can't assess it back easily.

Then you get the fellow who had four items fall on nulling. Certainly if you've got four falling, there's two things that can be wrong at this point. In one you have passed it. It's above the four which are falling. You've missed it, and the Pc is simply discharging on it. Actually you can ask the Pc which one was it, and he'll say, "Well, it was Joe, of course." That's above the four. Practically every one after the right one will read, because it's actually blowing down all the time. He's no longer paying any attention to the Clearing Practitioner. Then the other thing is you just haven't completed the list.

You have to make an opinion as to whether or not you've overlisted or underlisted. You can also pick up a dirty needle and an ARC Broken Pc or protesty Pc if you've gone by the right one.

Here are the evils of listing, and here are the evils of nulling showing up on S & D. They are simply Clearing Practitioner goofs - it's just lack of experience on the part of the Clearing Practitioner and lack of understanding of what he's supposed to be doing. But a Clearing Practitioner who can really assess can knock these things off. I'd spot what Clearing Practitioners can assess reliably, and I'd give them specialized jobs of that character that require listing. This is a very, very highly skilled action. You save a lot of time by pulling such a Clearing Practitioner back into specialty.

REPAIR ACTIONS

"How do you patch up an assessment that's already been goofed?" And "Where is the list that was lost?" You've got the problem of the list that was completed out of session. "And I got home and was lying in bed..." and so forth. So in repair you always assume the Pc continued the list after the session. If the Pc is there in need of repair, you just automatically assume the Pc thought of it afterwards or something. Of course, your main tool is always the L4 or the Short L4.

If you assume automatically that standard technology has not been applied, as your first gambit, in anybody that you're putting back together again, you'll about 99% be right. Somehow or other it slipped by in Tech. It slipped by. Somebody thought he did it. Somebody thought it was on the report. And therefore it looked like it didn't work or something.

Technically, what you have to do doesn't mean that you have to invent technology because there are very standard answers to all these things.

S & D ERRORS

30 DECEMBER 1988

When you have a failed Search and Discovery, the following are incorrect or have been omitted:

1. Incorrect item (errors in listing or nulling, over or under listing, bad metering, poor question).
2. Person has not actually been made to disconnect from the SP by declaration in writing.
3. It was really an ARC Break, not an SP, and ARC Breaks should have been looked for instead of SPs.
4. The SP found was refused by the Clearing Practitioner or Ethics.

The golden rule of S & D also applies - if it isn't the correct person or group that was "found," the good indicators won't come in.

So any incorrectly done S & D (as above) will not result in a Pc bright-eyed and bushy-tailed. All S & Ds correctly done on a Pc that is PTS result in remarkable recoveries magical to see. So don't blame S & D if it "fails." Blame the lack of skill in using it and the person who ordered it.

HOW A SUPPRESSIVE BECOMES ONE

12 OCTOBER 1988

After a person is totally overwhelmed by a Suppressive, he assumes the valence of the Suppressive. And a person you would find that on has actually been pretty suppressive himself.

What you're doing is, you are pushing S & D to a point where you are Clearing suppression. You are clearing people who are actually dramatizing being suppressives as well as people who are PTS. It wasn't intended to go that far.

Going into the valence of the Suppressive Person is the mechanism of suppression overwhelming a person. Oddly enough, you will only find it on persons who are suppressive, and of course, you've walked into the real mechanism of how does a Suppressive become a Suppressive? He becomes a Suppressive by taking over the valence of a Suppressive.

“MYSELF” AS AN ITEM

When a Search and Discovery is done, Clearing Practitioners can find on some Preclears the item, “Myself.” It is very dangerous to list beyond the “Myself” or “Me” answer. This gives us some new rules:

RULE: THE ITEM “MYSELF” OR “ME” OR ANY FORM OF THESE MUST BE ACCEPTED ON ANY S & D LIST OR ANY OTHER LIST.

RULE: THE ITEM “MYSELF” OR “ME” OR ANY FORM OR THESE MUST NEVER BE REPRESENTED.

The item “Myself” or “Me” or any forms of these on an L & N list must be accepted as the item, as it is basically the only right item there could be for an identity or valence list.

The item “Me” often appears on S & D lists, or similar L & N lists which ask for an identity or valence. If it is not accepted, or if it represented (i.e., Who or what represents “Me”?), it will really mess up the case. This includes the pronouns, “myself” and “I.”

The right thing to do when the Pc gives this item is to accept it as the item for the list. Do not continue that list or take any further action with that item.

S & Ds BY BUTTON

12 OCTOBER 1988

The most certain way to handle a Pc with an S & D is to first assess for the type of S & D to give.

With the Pc on the meter, clear "Unmock" (or "Make nothing of"), "Stop," "Withdraw from," "Suppress," "Invalidate" (or any of the Prepcheck buttons). Then take the one that read largest and put it in the question, "Who or what has attempted to _____ you?" or "Who or what are you trying to _____?"

When you have listed the question and found the item and given it to the Pc, take the next largest reading item and put that item in the question and use it to list for the next item.

So long as you can get one of the buttons to read, you can get an item by doing an S & D with it.

CAUTION: Do not continue to do S & Ds beyond a floating needle.

CAUTION: Do not list an S & D button if the question for the list does not read.

S & Ds BY ASSESSMENT FOR QUESTION

You can also do an S & D by listing for a button to use in an S & D question.

This is done by asking the question:

"What are they trying to do to you?"

Get the Pc to list it, find the item and then use it in an S & D question.

This works on any case but always works best on cases that haven't responded to S & Ds previously.

Fit the resulting item in the question, "Who or what is trying to _____ you?"

PURPOSE S & Ds

Clear the following two questions to see which one reads the best:

1. What are you trying to do?
2. What have you tried to do?

List and null to an LFBD F/N item with the one that reads best.

When you have the item for "What are you trying to do" or "What have you tried to do," you fit it into the S & D Questions below. Test these questions for largest read and then list for an LFBD F/N item. While clearing these questions, if you get a good, clear, distinct read, go ahead and List and Null from that question even if you haven't finished clearing all the questions.

W/W has made you fail at _____?

W/W has attempted to stop you from_____?

W/W has unmocked your purpose to_____?

W/W has tried to unmock your purpose to_____?

W/W has suppressed your purpose to_____?

W/W has prevented your_____?

W/W would oppose_____?

W/W has opposed_____?

CAUTION: The question must make sense and be answerable. Don't change the wording of the item. Change the question into a sensible one.

Example:

1. What are you trying to do? SF
2. What have you tried to do? LF

On listing you find as the purpose:

Ride horses LFBD F/N

Now you find that the question "W/W has made you fail at riding horses?" reads best. List and null this question to an LFBD F/N item. You now have the person who has suppressed the Preclear's purpose to ride horses.

If the Preclear gives an evil or destructive purpose, don't list it in the W/W question. For example, if the Preclear give you the purpose item "killing horses," you will not get a Suppressive Person from listing "W/W has made you fail at killing horses?" You will most likely get a Social Personality. The best handling is to run the destructive purpose R3R Quad to erasure.

PURPOSE OF THE PURPOSE S & D

The whole attempt of this S & D is to find the person or thing that has blunted the purpose of the Pc.

The Purpose S & D is from earlier research and is very magical on Artists. It has the liability of having to be done sensibly, being a sort of goals assessment plus an S & D. Sometimes the goals assessment ("What are you trying to do") is magical enough to produce a floating needle. If so, don't ever go past it to the second question that finds who or what has suppressed the Preclear in his pursue of the goal.

All these S & Ds do not set aside the standard S & D Types W, S and U. "Type U" is the basic S & D. They are for use mainly when the Pc has had a long repair history or a bad Ethics history, or is insane or suppressive. But using them does not evaluate the Pc as down tone. They give rather magical effects on anyone.

THE PTS RUNDOWN

22 JANUARY 1989

CASES

One remaining problem in cases was "PTS phenomena."

PTS means potential trouble source. When someone is suppressed he becomes a potential trouble source.

The cause of ROLLERCOASTER is PTSness. Rollercoaster means a slump after a gain. Pcs who do not hold their gains are PTS.

S & Ds (for Search and Discovery) was the earlier approach. These are still valid and 3 S & D's as a rundown is used in the PTS Rundown without change.

Now with the PTS Rundown, this common and all too frequent case condition can be handled.

WHO DOES IT

There are actually three PTS handlings:

1. THE STABILIZATION COURSE is always the first step of PTS handling. If you have any trouble with a Preclear, do THE STABILIZATION COURSE first. It is not a Clearing action; it is education and an interview. The PTS person is then given a program to handle his situation.
2. This is the PTS RUNDOWN as covered later in this bulletin. It is done by a Clearing Practitioner in regular session.

Any Clearing Practitioner who attempts to this rundown should be properly trained because it would be very risky for the Pc as it needs exact listing, exact CEs, exact metering, exact Code keeping and very honest Clearing and competent C/Sing.

3. The third handling is THE SUPPRESSED PERSON RUNDOWN. It is done by a qualified Clearing Practitioner in regular session. Essentially, it indirectly handles the person the Pc is supposedly being suppressed by or is PTS to.

Therefore, what you have here is THREE stages of handling PTSness. The first above, the education and interview, cools off the scene and in many cases that is that. But when the Pc is further affected by the connection and rollercoasters, he is given the PTS Rundown as in #2 above. This usually handles the PTSness. But there sometimes remains another person, the SP person or group and its relationship in the real universe to the Pc. And this is handled with #3 above.

CLEARs

The Alethanetic steps of the PTS Rundown are not run on Clears.

DEVELOPMENT

Early discovery and development of the PTS theory is extensively covered in the research line of the 50's, 60's and 70's.

The wrap-up came about through research on Advanced Courses in November 1971.

The principal breakthrough was realizing one should NOT invalidate having known certain people before.

This is similar to the past life discovery in 1950. Some people, thinking this was “unpopular,” frowned on it. Some others were only infamous characters so flagrantly that past lives were easily invalidated. But people who don’t go past track in Alethanetic Clearing don’t recover. Even running them as “imaginary” as discussed on Level V suddenly breaks through for a stalled Alethanetic case.

In this same way with young men and girls using “I knew you when you were _____,” for 2D advantage, tended to invalidate having known certain individuals before this life.

But it turns out that the ONLY PTS situation that is serious and lasting and can cause rollercoaster comes from having known the person before this life.

Possibly in the last life or earlier lives one knew a person. This, however, shows up in the 3 S & Ds.

BREAKDOWN

There are only four points of breakdown of the PTS Rundown.

1. Improper clearing. Clearing Practitioner not able to always do a correct L & N. CEs out, metering out, poor R3R, just plain untrained or not totally familiar with this rundown.
2. Pc not completely set up. Like: old clearing not repaired by proper programming or Pc too tired or too ill for the R3R.
3. The rundown not fully and completely done, but chopped or left incomplete (Pc will still rollercoasting).
4. People who “can’t run engrams”---which means a druggie who hasn’t had a full drug rundown.

There is nothing especially tricky about running a PTS Rundown except that all Clearing should be of flubless quality. When the PTS Rundown is flubbed by bad lists or poor R3R or out-CEs or poor metering, it really is a mess. The RD is so powerful that errors in C/Sing and Clearing it are especially rough.

Currently sick Pcs should not be run on the PTS Rundown as a standard practice. It IS what they need BUT you can easily overwhelm a sick Pc with engram running.

The time to run a PTS RD is when the Pc is set up and when it is noted the Pc rollercoasters, not when he collapses with a temperature.

Rollercoaster can also be caused by a bad Interiorization RD or Int repair, out-lists, bypassed charge of other things. These should be gotten rid of before a PTS RD is attempted.

The prerequisites for a PTS RD are covered in 2 and 4 above.

BEHAVIOR OF THE RUNDOWN

Valence shifts occur rapidly and frequently in PTS RDs and should be noted on the

worksheet.

The R3R can sometimes be a bit of a long haul on a basic incident. You can verify erasure with an L3 if there is any question. But get the postulate off the basic, no matter how hard you have to work at it. In the PTS RD incidents can “develop.” Missing pieces can appear. A whole new slant can occur on the subject when one goes to F2 after finishing F1.

Chronic somatics are likely to appear and be handled on this rundown. And case conditions not previously remedied by other means can be remedied by this rundown.

END PHENOMENA

There is a point where the Pc is absolutely sure he knew the person before this life. This is NOT the EP.

A Pc can exteriorize on this RD. That is NOT the EP (but can require an Int RD if none has been done before).

THE EP IS A PC WHO IS GETTING AND KEEPING CASE GAINS AND NEVER AGAIN ROLLERCOASTERS.

FLOWS

You cannot use Flow 1 as any old direction to or from the Pc. To do this fouls it up. Flow 1 is to the Pc.

Flow 2 is Pc to the person (or place).

Flow 3A is the person (or place) to others.

Flow 3B is others to the person (or place).

Flow 0 is the Pc himself because of the person (or place).

If you did F1 R3R as “Locate a time you knew_____,” you might get to the Pc, Pc to the person or the person to others. You would not get a clean motivator F1. This would leave the PTS chain partially run.

This is also true of the ruds.

RE-DOS

If the Pc does not recover, then reasons for failure 1 to 4 above should be checked into.

Then the lists and R3R should be handled with L4 and L3.

Then an overlooked item or person or place should be scouted for and handled. There is no question of the validity of the rundown. It might have missed. “True love” might have been passed over as unlikely but such obsessive attraction is always based on having known (and probably done in) the other person.

Then the true EP will be attained where it only appeared to before.

THE RUNDOWN

A. PAST S & Ds:

1. Collect up past S & D items (which should have already been verified on set-ups) or get the Pc to tell you them if no folder.
2. On the earliest one, ask if “known before.” If it reads, handle per steps 3-6. If not, pick next item and repeat this check for validity.
3. R3R Triple/Quad the item, using these commands:
 - F1. Locate a time when _____ did something to you. R3R.
 - F2. Locate a time when you did something to _____. R3R.
 - F3A. Locate a time when _____ did something to others. R3R.
 - F3B. Locate a time when others did something to _____. R3R.
 - F0. Locate a time when you did something to yourself because of _____. R3R.
4. Triple/Quad ruds and perpetrations on the item using these commands:
 - (a) Did _____ ARC break you? ARCU CDEINR. E/S to F/N.
 - (b) Did you ARC break _____? ARCU CDEINR. E/S to F/N.
 - (c) Did _____ ARC break others? ARCU CDEINR. E/S to F/N.
 - (d) Did others ARC break _____? ARCU CDEINR. E/S to F/N.
 - (e) Did you ARC break with yourself because of _____?

ARCU CDEINR. E/S to F/N. ALWAYS DO A FRESH ARCU CDEINR ON EACH E/S.

- (f) Did _____ give you a problem? E/S to F/N.
- (g) Did you give _____ a problem? E/S to F/N.
- (h) Did _____ give others problems? E/S to F/N.
- (i) Did others give _____ problems? E/S to F/N.
- (j) Did you give yourself problems because of _____? E/S to F/N.
- (k) Did you withhold anything from _____? E/S to F/N.
- (l) Did _____ withhold anything from you? E/S to F/N.
- (m) Did _____ withhold anything from others? E/S to F/N.
- (n) Did others withhold anything from _____? E/S to F/N.
- (o) Did you withhold anything from yourself because of _____? E/S to F/N.
- (p) Did _____ commit a perpetration on you? E/S to F/N.
- (q) Did you commit a perpetration on _____? E/S to F/N.

- (r) Did _____ commit a perpetration on others? E/S to F/N.
- (s) Did others commit a perpetration on _____? E/S to F/N.
- (p) Did you commit a perpetration on yourself because of _____? E/S to F/N.

5. Run Can't Hav/Enforced Have with these steps:

- a) Clear "Can't Have," "couldn't have" as DENIAL OF SOMETHING TO SOMEONE ELSE. Clear "enforced hav" as MAKING SOMEONE ACCEPT WHAT THEY DIDN'T WANT. Get/give examples.
- b) Run on the SP items "can't have/enforced hav as motivator rep, then perp rep, the F3 terminal to others, others to terminal (4 flows of two commands each, or five if Pc Quad).
- c) After EACH item is handled with the four flows, Objective Havingness should be run.

F1. Did ____run a can't have on you? Tell me about it.

Did ____force something on you that you didn't want? Tell me about it (Alt-rep to EP).

F2. Did you run a can't hav on ____? Tell me about it.

Did you try to force something on ____ that he didn't want? Tell me about it (Alt-rep to EP).

F3A. Did ____run a can't have on others? Tell me about it.

Did ____force something on others they didn't want? Tell me about it. (Alt-rep to EP).

F3B. Did others run a can't have on ____? Tell men about it.

Did others force something on ____? Tell me about it. (Alt-rep to EP).

F0. Did you run a can't have on yourself because of ____? Tell me about it.

Did you try to force something on yourself that you didn't want because of ____? Tell me about it (Alt-rep to EP).

RUN OBJECTIVE HAVINGNESS

6. Handle all past S & D items per above steps.

B. PAST PTS INTERVIEWS

7. Collect up all past PTS Interview items (which should have already been verified on set-ups.

8. Check "known before" on earliest one. If it so reads, handle as below.

9. R3R Triple/Quad item.

10. Triple/Quad ruds and perpetrations on the item

11. Can't Hav/Enforced Hav on the item followed by Objective Havingness.
 12. Repeat steps 8-11 on all valid past PTS Interview items.
- C. NEW S & Ds (3 S & Ds)
13. Do 3 S & Ds as per bulletins.
 14. Check the first item for "known before," handle if it so reads.
 15. R3R Triple/Quad the item.
 16. Triple/Quad ruds and perpetrations on the item.
 17. Can't Hav/Enforced Hav on the item, followed by Objective Hav.
 18. Repeat steps 14-17 on the other items if valid.
- D. TROUBLED/WORRIED:
19. L&N "Who have you known this lifetime who has troubled or worried you?" to BD F/N item (Usually includes father, mother, wife or wives, husband, brothers, sisters, aunts, uncles, grandparents, lovers).
 20. Check item for known before; if it so reads:
 21. R3R Triple/Quad.
 22. Triple/Quad ruds and perpetrations.
 23. Can't Hav/Enforced Hav, followed by Objective Hav
- E. BEEN AFTER:
24. L&N "Who have you been after this life?" to BD F/N.
 25. Check known before and if it reads:
 26. R3R Triple/Quad.
 27. Triple/Quad ruds and perpetrations.
 28. Can't Hav/Enforced Hav plus Objective Hav.
 29. Interview the person AFTER the RD is "complete" to be sure the person is now all right (not PTS).

READING FLOWS

Each flow of each process on the rundown is check for a read before it is run. This includes R3R, ruds, Can't Hav/Enforced Hav. You do not run unreading flows.

REPAIR

Clearing Practitioner errors during the RD are handled with L4, L3 and C/S 53 if necessary.

A really big snarl up on the RD that won't clear up is handled with the PTS RD CORRECTION LIST.

LOGIC

10 OCTOBER 1989

The subject of logic has been under discussion for at least three thousand years without any clean breakthrough of real use to those who work with data.

LOGIC means the subject of reasoning. Some in ages past have sought to label it a science. But that can be discarded as pretense and pompousness.

If there were such a “science” men would be able to think. And they can't.

The term itself is utterly forbidding. If you were to read a text on logic you would go quite mad trying to figure it out, much less learn how to think.

Yet logic or the ability to reason is vital to an organizer or administrator. If he cannot think clearly he will not be able to reach the conclusions vital to make correct decisions.

Many agencies, societies, groups capitalize upon this lack of logic and have for a very long time. For the bulk of the last 2,000 years the main western educator—the Church—worked on the theory that Man should be kept ignorant. A population that is unable to think or reason can be manipulated easily by falsehoods and wretched causes. Thus logic has not been a supported subject, rather the opposite.

The administrator, the manager, the artisan and the clerk each have a considerable use for logic. If they cannot reason they make costly and time consuming errors and can send the entire organization into chaos and oblivion.

Their stock in trade are data and situations. Unless they can observe and think their way through, they can reach wrong conclusions and take incorrect actions.

Modern man thinks mathematics can serve him for logic and most of his situations go utterly adrift because of this touching and misplaced confidence. The complexity of human problems and the vast number of factors involved make mathematics utterly inadequate.

Computers are at best only servo-mechanisms (crutches) to the mind. Yet the chromium plated civilization today has a childish faith in them. It depends on who asks the questions and who reads the computer's answers whether they are of any use or not. And even then their answers are often madhouse silly.

Computers can't think because the rules of live logic aren't fully known to Man and computer builders. One false datum fed into a computer gives one a completely wrong answer.

If people on management and work lines do not know logic the organization can go adrift and require a fabulous amount of genius to hold it together and keep it running.

Whole civilizations vanish because of lack of logic in its rulers, leaders and people.

So this is a very important subject.

UNLOCKING LOGIC

BY ESTABLISHING THE WAYS IN WHICH THINGS BECOME ILLOGICAL
ONE CAN THEN ESTABLISH WHAT IS LOGIC.

In other words, if one has a grasp of what makes things illogical or irrational (or crazy,

if you please) it is then possible to conceive of what makes things logical.

ILLOGIC

There are five primary ways for a relay of information or a situation to become illogical.

1. Omit a fact.
2. Change sequence of events.
3. Drop out time.
4. Add a falsehood.
5. Alter importance.

These are the basic things which cause one to have an incorrect idea of a situation.

Example: "He went to see a Communist and left at 3:00 A.M." The omitted facts are that he went with 30 other people and that it was a party. By omitting the fact one alters the importance. This omission makes it look like "he" is closely connected to Communism when he isn't.

Example: "The ship left the dock and was loaded." Plainly made crazy by altering sequence of events.

Example: "The whole country is torn by riots" which would discourage visiting it in 1976 if one didn't know the report date of 1919.

Example: "He kept skunks for pets" which as an added falsehood makes a man look odd if not crazy.

Example: "It was an order" when in fact it was only a suggestion, which of course shifts the importance.

There are hundreds of ways these five mishandlings of data can then give one a completely false picture.

When basing actions or orders on data which contains one of the above, one then makes a mistake.

REASON DEPENDS ON DATA.

WHEN DATA IS FAULTY (as above) THE ANSWER WILL BE WRONG AND LOOKED UPON AS UNREASONABLE.

There are a vast number of combinations of these five data. More than one (or all five) may be present in the same report.

Observation and its communication may contain one of these five.

If so, then any effort to handle the situation will be ineffective in correcting or handling it.

If any body of data is given the above five tests, it is often exposed as an invitation to acting illogically.

To achieve a logical answer one must have logical data.

Any body of data which contains one or more of the above faults can lead one into illogical conclusions.

The basis of an unreasonable or unworkable order is a conclusion which is made illogical by possessing one or more of the above faults.

LOGIC

Therefore logic must have several conditions:

1. All relevant facts must be known.
2. Events must be in actual sequence.
3. Time must be properly noted.
4. The data must be factual, which is to say true or valid.
5. Relative importances amongst the data must be recognized by comparing the facts with what one is seeking to accomplish or solve.

NOT KNOW

One can always know something about anything.

It is a wise man who, confronted with conflicting data, realizes that he knows at least one thing—that he doesn't know.

Grasping that he can then take action to find out.

If he evaluates the data he does find out against the five things above, he can clarify the situation. Then he can reach a logical conclusion.

DRILLS

It is necessary to work out your own examples of the five violations of logic.

By doing so you will have gained skill in sorting out the data of a situation.

When you can sort out data and become skilled in it, you will become very difficult to fool and you will have taken the first vital step in grasping a correct estimate of any situation.

DEFINITIONS

Situation: The broad general scene on which a body of current data exists.

Data: Facts, graphs, statements, decisions, actions, descriptions which are supposedly true.

Out-Point Any one datum that is offered as true that is in fact found to be illogical when compared to the five primary points of illogic.

Plus-Point: A datum of truth when found to be true compared to the five points.

INVESTIGATORY PROCEDURE

24 OCTOBER 1989

Correction of things which are not wrong and neglecting things which are not right puts the tombstone on any organization or civilization.

In Clearing when one “corrects” a case that is running well, one has trouble. It is made trouble.

Similarly, on the third dynamic, correcting situations which do not exist and neglecting situations which do exist can destroy a group.

All this boils down to CORRECT INVESTIGATION. It is not a slight skill. It is THE basic skill behind any intelligent action.

SUPPRESSIVE JUSTICE

When justice goes astray (as it usually does) the things that have occurred are:

1. Use of justice for some other purpose than public safety (such as maintaining a privileged group or indulging a fixed idea) or
2. Investigatory procedure.

All suppressive use of the forces of justice can be traced back to one or the other of these.

Aberrations and hate very often find outlet by calling them “justice” or “law and order.” This is why it can be said that man cannot be trusted with justice.

This or just plain stupidity bring about a neglect of intelligent investigatory procedures. Yet all third dynamic sanity depends upon correct and unaberrated investigatory procedures. Only in that way can one establish causes of things. And only by establishing causes can one cease to be the effect of unwanted situations.

It is one thing to be able to observe. It is quite another to utilize observations so that one can get to the basis of things.

SEQUENCES

Investigations become necessary in the face of out-points or plus-points.

Investigations can occur out of idle curiosity or particular interest. They can also occur to locate the cause of plus-points.

Whatever the motive for investigation, the action itself is conducted by sequences. If one is incapable mentally of tracing a series of events or actions, one cannot investigate.

Altered sequence is a primary block to investigation.

At first glance, omitted data would seem to be the block. On the contrary, it is the end product of an investigation and is what pulls an investigation along—one is looking for omitted data.

An altered sequence of actions defeats any investigation. Examples: We will hang him

and then conduct a trial. We will assume who did it and then find evidence to prove it. A crime should be provoked to find who commits them.

Any time an investigation gets turned around, it will not succeed.

Thus if an investigator himself has any trouble with seeing or visualizing sequences of actions he will inevitably come up with the wrong answer.

Reversely, when one sees that someone has come up with a wrong or incomplete answer one can assume that the investigator has trouble with sequences of events or, of course, did not really investigate.

One can't really credit that Sherlock Holmes would say "I have here the fingerprint of Mr. Murgatoyd on the murder weapon. Have the police arrest him. Now, Watson, hand me a magnifying glass and ask Sergeant Doherty to let us look over his fingerprint files."

If one cannot visualize a series of actions, like a ball bouncing down a flight of stairs or if one cannot relate in proper order several different actions with one object into a proper sequence, he will not be able to investigate.

If one can, that's fine.

But any drilling with attention shifting drills will improve one's ability to visualize sequences. Why? Stuck attention or attention that cannot confront alike will have trouble in visualizing sequences.

INVESTIGATIONS

All betterment of life depends on finding out plus-points and why and re-enforcing them, locating out-points, and why and eradicating them.

This is the successful survival pattern of living. A primitive who is going to survive does just that and a scientist who is worth anything does just that.

The fisherman sees seagulls clustering over a point on the sea. That's the beginning of a short sequence, point No. 1. He predicts a school of fish, point No. 2. He sails over as sequence point No. 3. He looks down as sequence point No. 4. He sees fish as point No. 5. He gets out a net as point No. 6. He circles the school with the net, No. 7. He draws in the net, No. 8. He brings the fish on board, No. 9. He goes to port, No. 10. He sells the fish, No. 11. That's following a plus-point—cluster of seagulls.

A sequence from an out-point might be: Housewife serves dinner. Nobody eats the cake, No. 1. She tastes it, No. 2. She recognizes soap in it, No. 3. She goes to kitchen, No. 4. She looks into cupboard, No. 5. She finds the soap box upset, No. 6. She sees the flour below it, No. 7. She sees cookie jar empty, No. 8. She grabs young son, No. 9. She shows him the set-up, No. 10. She gets a confession, No. 11. And No. 12 is too painful to describe.

Unsuccessful investigators think good fish catches are sent by God and that when caketastes like soap it is fate. They live in unsuccessful worlds of deep mystery. They also hang the wrong people.

DISCOVERY

All discoveries are the end product of a sequence of investigatory actions that begin with either a plus-point or an out-point.

Thus all knowledge proceeds from plus-points or out-points observed.

And all knowledge depends on an ability to investigate.

And all investigation is done in correct sequence.

And all successes depend upon the ability to do these things.

NARROWING THE TARGET

25 OCTOBER 1989

When you look at a broad field or area it is quite overwhelming to have to find a small sector that might be out.

The lazy and popular way is to generalize “They’re all confused.” “The organization is rickety.” “They’re doing great.”

That’s all very well but it doesn’t get you much of anywhere.

The way to observe so as to find out what to observe is by discarding areas.

This in fact was the system was used to make the discoveries which became the technology of modern Clearing.

It was obvious that it would take a few million years to examine all of life to find out what made it what it was.

The first step was the tough one. One had to look for a common denominator that was true for all life forms. It was found that the common denominator for life that all life is attempting to survive.

With this datum one could understand all areas of wisdom or knowledge and discarded those which had not much assisted Man to survive.

This threw away all but scientific methodology, so it was used that for the investigatory procedures which lead to the breakthroughs of Clearing.

Then, working with that mental image pictures were found. And working with them the human spirit was found as different from them.

By following up the workable, one arrived at the processing actions which, if applied, work, resulting in the increase of ability and freedom.

By following up the causes of destruction one arrived at the points which had to be eradicated.

This is of course short-cutting the whole cycle enormously. But that is the general outline.

Survival has been isolated as a common denominator to successful actions and succumb has been found as the common denominator of unsuccessful actions. So one does not have to re-establish these.

From there on, to discover anything bad or good, all one has to do is discard unworkable areas to get a target necessary for investigation.

One looks broadly at the whole scene. Then discards sections of it that would seem unrewarding. He will then find himself left with the area that contains the key to it. This is almost easier done than described.

Example: One has the statistics of a nine department organization. Eight are normal. One isn’t. So he investigates the area of that one. In investigating the one he discards all normal bits. He is left with the abnormal one that is the key. This is true of something bad or something good.

A wise boy who wanted to get on in life would discard all the men who weren't getting on and study the one who was. He would come up with something he could use as a key.

A farmer who wanted to handle a crop menace would disregard all the plants doing all right and study the one that wasn't. Then, looking carefully he would disregard all the should be's in that plant and wind up with the shouldn't be. He'd have the key. Sometimes in the final look one finds the key not right there but way over somewhere else.

The boy, studying the successful man, finds he owed his success to having worked in a certain bank seven states away from there.

The farmer may well find his hired man let the pigs out into the crop.

But both got the reason why by the same process of discarding wider zones.

Plus-points or out-points alike take one along a sequence of discoveries. Once in a purple moon they mix or cross.

Example: Gross income is up. One discards all normal statistics. Aside from gross income being up only one other statistic is down—new customers. Investigation shows that the advertising executives were off post all week on a tour and that was what raked in the money. Conclusion—send out tours as well as man the advertising department.

Example: Upset is coming from the camp kitchen . Obvious out-points. Investigation discloses a 15-year-old cook holding the job solo for 39 field hands! Boy, is he a plus-point. Get him some help!

DRAWN ATTENTION

Having attention dragged into an area is about the way most people “investigate.” This puts them at effect throughout.

When a man is not predicting he is often subjected to out-points that leap up at him. Conversely when out-points leap up at one unexpectedly he knows he better do more than gape at them. He is already behind in investigating. Other signs earlier existed which were disregarded.

ERRORS

The usual error in viewing situations is not to view them widely enough to begin with. One gets a despatch which says files don't exist. By now keeping one's attention narrowly on that one can miss the whole scene. To just order files put back in may fail miserably. One has been given a single observation. It is merely an out-point: files omitted.

There is no WHY.

You follow up “no files” and you may find the file clerk is in another part of the organization and never goes near the files, and the category of everyone in the files is just “bad credit ratings.” You really investigate and you find there's no Credit Manager and there hasn't been one for a year. The cycle of “out-point, correct, out-point, correct, out-point, correct” will drown one rapidly and improve nothing! But it sure makes a lot of useless work and worry.

WISDOM

Wisdom is not a fixed idea. It is knowing how to use your wits.

SUMMARY OF OUT-POINTS

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OMITTED DATA

An omitted anything is an out-point.

This can be an omitted person, terminal, object, energy, space, time, form, sequence, or even an omitted scene. Anything that can be omitted that should be there is an out-point.

This is easily the most overlooked out-point as it isn't there to directly attract attention.

Many times situation analyses arrive at no WHY that would make handling possible but give a false why that upsets things if used. In each case the out-point that held the real clue was this one of an omitted something.

In a dozen cases it was omitted personnel each time. One area to which orders were being issued had no one in it at all. Others were undermanned, meaning people were missing. In yet another case there were no study materials at all. In two other cases the whole of a subject was missing in the area. Yet no one in any of these cases had spotted the fact that it was an omitted something that had caused a whole activity to decay. People were working frantically to remedy the general situation. None of them noticed the omissions that were the true cause of the decay.

In crime it is as bad to omit as it is to commit. Yet no one seems to notice the omissions as actual crimes.

Man responds to the therenesses and doesn't respond as uniformly to not therenesses.

This opens the door to a habit of deletion or shortening which can become quite compulsive.

In any analysis which fails to discover a WHY one can safely conclude the why is an omission and look for things that should be there and aren't.

ALTERED SEQUENCE

Any things, events, objects, sizes, in a wrong sequence is an out-point .

The number series 3, 7, 1, 2, 4, 6, 5 is an altered sequence or an incorrect sequence.

Doing step two of a sequence of actions before doing step one can be counted on to tangle any sequence of actions.

The basic outness is no sequence at all. This leads into FIXED IDEAS. It also shows up in what is called disassociation, an insanity. Things connected to or similar to each other are not seen as consecutive. Such people also jump about subject-wise without relation to an obvious sequence. Disassociation is the extreme case where things that are related are not seen to be and things that have no relation are conceived to have.

Sequence means linear, (in a line) travel either through space or time or both.

A sequence that should be one and isn't is an out-point.

A "sequence" that isn't but is thought to be one is an out-point.

A cart-before-the-horse out of sequence is an out-point.

One's hardest task sometimes is indicating an inevitable sequence into the future that is invisible to another. This is a consequence. "If you saw off the limb you are sitting on you will of course fall." Police try to bring this home often to people who have no concept of sequence; so the threat of punishment works well on well-behaved citizens and not at all on criminals since they often are criminals because they can't think in sequence—they are simply fixated. "If you kill a man you will be hanged," is an indicated sequence. A murderer fixated on revenge cannot think in sequence. One has to think in sequences to have correct sequences.

Therefore it is far more common than one would at first imagine to see altered sequences since persons who do not think in sequence do not see altered sequences in their own actions or areas.

Visualizing sequences and drills in shifting attention can clean this up and restore it as a faculty.

Motion pictures and TV were spotted by a recent writer as fixating attention and not permitting it to travel. Where one had TV raised children, it would follow, one possibly would have people with a tendency to altered sequences or no sequences at all.

DROPPED TIME

Time that should be noted and isn't would be an out-point of "dropped time."

It is a special case of an omitted datum.

Dropped time has a peculiarly ferocious effect that adds up to utter lunacy.

A news bulletin from 1814 and one from 1922 read consecutively without time assigned produces otherwise undetectable madness.

A summary report of a situation containing events strung over half a year without saying so can provoke a reaction not in keeping with the current scene.

In madmen the present is the dropped time, leaving them in the haunted past. Just telling a group of madmen to "come up to present time" will produce a few miraculous "cures." And getting the date of an ache or pain will often cause it to vanish.

Time aberrations are so strong that dropped time well qualifies as an out-point.

FALSEHOOD

When you hear two facts that are contrary, one is a falsehood or both are.

Propaganda and other activities specialize in falsehoods and provoke great disturbance.

Willful or unintentional, a falsehood is an out-point. It may be a mistake or a calculated or defensive falsehood and it is still an out-point.

A false anything qualifies for this out-point. A false being, terminal, act, intention, anything that seeks to be what it isn't is a falsehood and an out-point.

Fiction that does not pretend to be anything else is of course not a falsehood.

So the falsehood means "other than it appears" or "other than represented."

One does not have to concern oneself to define philosophic truth or reality to see that

something stated or modeled to be one thing is in actual fact something else and therefore an out-point.

ALTERED IMPORTANCE

An importance shifted from its actual relative importance, up or down, is an out-point. Something can be assigned an importance greater than it has. Something can be assigned an importance less than it has. A number of things of different importances can be assigned a monotone of importance. These are all out-points, three versions of the same thing.

All importances are relative to their actuality.

WRONG TARGET

Mistaken objective wherein one believes he is or should be reaching toward A and finds he is or should be reaching toward B is an out-point.

This is commonly mistaken identity. It is also mistaken purposes or goals.

“If we tear down X, we will be okay” often results in disclosure that it should have been Y.

“Removing the slums” to make way for modern shops kills the tourist industry.

Killing the king to be free from taxation leaves the tax collector alive for the next regime.

Injustice is usually a wrong target out-point.

Arrest the drug consumer, award the drug company would be an example.

Military tactics and strategy are almost always an effort to coax the selection of a wrong target by the enemy.

And most dislikes and spontaneous hates in human relations are based on mistaken associations of Bill for Pete.

A large sum of aberration is based on wrong targets, wrong sources, wrong causes.

Incorrectly tell a patient he has ulcers when he hasn't and he's hung with an out-point which impedes recovery.

The industry spent on wrong objectives would light the world for a millennium.

SUMMARY

These are the fundamental out-points required in data analysis and situation analysis.

They have one infinity of variation. They should be very well known to anyone seeking third dynamic sanity.

They are the basic illogics.

MORE OUTPOINTS

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While there could be many many oddities classifiable as out-points, those selected and named as such are major in importance whereas others are minor.

WRONG SOURCE

Information taken from wrong source, orders taken from the wrong source, gifts or materiel taken from wrong source all add up to eventual confusion and possible trouble.

Unwittingly receiving from a wrong source can be very embarrassing or confusing, so much so that it is a favorite intelligence trick. Intelligence agencies have very intricate methods of planting false information and disguising its source.

For Example: Take information on Economics from the advocates of paper money and deficit spending can lead whole nations into economic, moral and social chaos. The advocates of paper money are a wrong source for Economics.

Another example would be a president of a company using the opinions and congratulations of a rival company to make his point with his company's stockholders.

A more common version of this, not unknown in intelligence report grading for probability, would be a farmer in Iowa reporting a Mexican battleship on Mud Creek. The farmer would be a wrong source for accurate naval reports.

A private taking an order from a sergeant that countermands an order he had from a lieutenant would be an example of wrong source.

What is sometimes called a "Hey You organization" is one that takes orders from anyone = a repeating out-point of wrong source.

There are many examples of this out-point. It must be included as a very important out-point on its own. It produces a chaos of illogical ideas and actions when present.

CONTRARY FACTS

When two statements are made on one subject which are contrary to each other, we have contrary facts.

Previously we classified this illogic as a falsehood, since one of them must be false. But in doing data analysis one cannot offhand distinguish which is the false fact. Thus it becomes a special out-point.

"They made a high of \$12,000 that week" and "They couldn't pay staff" occurring in the same time period gives us one or both as false. We may not know which is true but we do know they are contrary and can so label it.

In interrogation this point is so important that anyone giving two contrary facts becomes a prime suspect for further investigation. "I am a Swiss citizen" as a statement from someone who has had a German passport found in his baggage would be an example.

When two "facts" are contrary or contradictory we may not know which is true but we do know they can't both be true.

Issued by the same organization, even from two different people in that organization, two contradictory “facts” qualifies as an outpoint.

ADDED TIME

In this out-point we have the reverse of dropped time. In added time we have, as the most common example, something taking longer than it possibly could. To this degree it is a version of conflicting data = something takes three weeks to do but it is reported as taking six months. But added time must be called to attention as an out-point in its own right for there is a tendency to be reasonable about it and not see that it IS an out-point in itself.

In its most severe sense, added time becomes a very serious out-point when, for example, two or more events occur at the same moment involving, let us say, the same person who could not have experienced both. Time had to be ADDED to the physical universe for the data to be true. Like this: “I left for Saigon at midnight on April 21st 1962 by ship from San Francisco.” “I took over my duties at San Francisco on April 30th 1962.” Here we have to add time to the physical universe for both events to occur as a ship would take two or three weeks to get from San Francisco to “Saigon.”

Another instance, a true occurrence and better example of added time, happened when a Chief Executive Officer once sent a checklist of actions it would take a month to complete to a junior executive and received compliance in full in the next return mail. The checklist was in her hands only one day! She would have had to add 29 days to the physical universe for the compliance report to be true. This is also dropped time on her part.

ADDED IN-APPLICABLE DATA

Just plain added data does not necessarily constitute an out-point. It may be someone being thorough. But when the data is in no way applicable to the scene or situation and is added it is a definite out-point.

Example: Long, long reams of data on an analysis write-up, none of which is giving any clue to the out-points on the scene. By actual investigation it was found that the person doing it did not know any why (not having used out-points to find it) and was just stalling.

Often added data is put there to cover up neglect of duty or mask a real situation. It certainly means the person is obscuring something.

Usually added data also contains other types of out-points like wrong target or added time.

In using this out-point be very sure you also understand the word in-applicable and see that it is only an out-point if the data itself does not apply to the subject at hand.

PLUS POINTS

CORRECT SOURCE is a plus-point. CORRECT TIME or the expected time period is a plus-point. ADEQUATE DATA is a plus-point. APPLICABLE DATA is a plus-point.

THE REAL WHY

26 OCTOBER 1989

“WHY” as used in logic is subject to non-comprehension.

WHY=that basic outness found which will lead to a recovery of statistics.

WRONG WHY=the incorrectly identified outness which when applied does not lead to recovery.

A MERE EXPLANATION = a “why” given as THE why that does not open the door to any recovery.

Example: A mere explanation, “The stats went down because of rainy weather that week.” So? So do we now turn off rain? Another mere explanation, “The staff became overwhelmed that week.” An order saying, “Don’t overwhelm staff” would be the possible “solution” of some manager. BUT THE STATS WOULDN’T RECOVER. The real WHY when found and corrected leads straight back to improved statistics.

A wrong why, corrected, will further depress statistics.

A mere explanation does nothing at all and decay continues.

Here is a situation as it is followed up:

The statistics of an area were down. Investigation disclosed there had been sickness two weeks before. The report came in, “The statistics were down because people were sick.” This was a mere explanation. Very reasonable. But it solved nothing. What do we do now? Maybe we accept this as the correct why. And give an order, “All people in the area must get a medical exam and unhealthy workers will not be accepted and unhealthy ones will be fired.” As it’s a correction to a wrong why, the statistics really crash. So that’s not it. Looking further we find the real WHY. In the area there is no trained-in organization chart and a boss there gives orders to the wrong people which, when executed, then hurt their individual stats. We organize the place and groove-in the boss and we get a stat recovery and even an improvement.

The correct WHY led to a stat recovery.

Here is another one: Stats are down in a school. An investigation comes up with a mere explanation: “The students were all busy with sports “ So management says, “No sports!” Stats go down again. A new investigation comes up with a wrong why: “The students are being taught wrongly.” Management sacks the dean. Stats really crash now. A further more competent investigation occurs. It turns out that there were 140 students and only the dean and one instructor! And the dean had other duties! We put the dean back on post and hire two more instructors making three. Stats soar. Because we got the right why.

Management and organizational catastrophes and successes are ALL explained by these three types of why. An arbitrary is probably just a wrong why held in by law. And if so held in, it will crash the place.

One really has to understand logic to get to the correct WHY and must really be on histoes not to use and correct a wrong WHY.

In world banking, where inflation occurs, finance regulations or laws are probably just one long parade of wrong whys. The value of the money and its usefulness to the citizen deteriorate to such an extent that a whole ideology can be built up (as in Sparta by Lycurgus

who invented iron money nobody could lift in order to rid Sparta of money evils) that knocks money out entirely and puts nothing but nonsense in its place.

Organizational troubles are greatly worsened by using mere explanations (which lead to no remedies) or wrong whys (which further depress stats). Organizational recoveries come from finding the real WHY and correcting it.

The test of the real WHY is “when it is corrected, do stats recover?” If they do that was it. And any other remedial order given but based on a wrong why would have to be cancelled quickly.

THE WHY IS GOD

26 OCTOBER 1989

When Beings operate mainly on illogics, they are unable to conceive of valid reasons for things or to see that effects are directly caused by things they themselves can control.

The inability to observe and find an actual usable WHY is the downfall of Beings and activities. This is factually the WHY of people not finding WHYs and using them.

The prevalence of historical Man's use of "fate," "kismet (fatalism)," superstition, fortune telling, astrology and mysticism confirms this.

Having forgotten to keep seed grain for the spring, the farmer starves the following year and when asked WHY he is starving says it is the gods, that he has sinned or that he failed to make sacrifice. In short, unable to think, he says "The Why is God."

This condition does not just affect primitives or backward people.

All through the most modern organizations you can find "The WHY is God" in other forms.

By believing that it is the fault of other divisions or departments, a staff member does not look into his own scene. "The reason I cannot load the lumber is because the Personnel Section will not find and hire people." It does not seem to occur to this fellow that he is using a WHY which he can't control so it is not a WHY for his area. It does not move the existing to the ideal scene. Thus it is not a WHY for him. Yet he will use it and go on nattering about it. And the lumber never gets loaded. The real WHY for him more likely would be, "I have no right to hire day laborers. I must obtain this right before my area breaks down totally," or "My department posts are too specialized. I need to operate on all-hands actions on peak loads."

But this does not just apply on small activities. It applies to whole nations. "The reason we Germans cannot advance is because England is against us." This wrong WHY has killed many tens of millions in two world wars.

Intelligence organizations are often almost dedicated to "the why is over there." It seldom is.

Thus survival is very closely tied to logic. If one finds he is sinking into apathy over his inability to get his job done, it is certain that he is operating on self-conceived wrong WHYs in areas that he cannot ever hope to control.

And in living any life, most major points of decline can be traced to the person's operating on whys that do not allow him to improve his own scene.

The Greek cut open the guts of birds to find the WHY. He called this "divination" or "augury." Don't look now, but that civilization has long been dead!

Just as anyone will be whose illogic leads him to over-there-ness to find his whys.

Strength and power in the individual consists of being logical enough to find WHYS he can use to advance his existing scene toward the ideal scene.

The Why is NOT God. It lies with YOU and your ability to be logical. God helps those who help themselves.

INVESTIGATIONS SERIES

26 OCTOBER 1989

Reading the Investigation Series sometimes brings about a headache or upset in a student.

This occurs due to the list of out-points.

The cure is to assess the basic out-points (sensibly expressed as a list). Then handle by 2 way comm on what read.

It will be found that this will clear up the trouble.

A special list of these is called THE OUT-POINT PLUS-POINT ASSESSMENT LIST

The exact procedure is:

1. Assess the out-points assessment for best read (Method 5).
2. Clean up the item with 2 way comm to F/N.
3. Assess the plus-points assessment for best read.
4. Discuss with 2 way comm to F/N.

If there is no F/N, reassess the same list again for the best item now.

The lists are unlimited in use. The expansion of the assessments of out-points and plus-points to get all variations gives one an almost unlimited process.

Deep, long-term upsets or present time disturbances can both be handled in this way.

It is necessary for C/Ses to know an occasional consequence of study of the Investigations Series.

OUT-POINT PLUS-POINT ASSESSMENT LIST

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PROCEDURE

Make up a prepared list of subjects from the Pc's life (your job, marriage, your business, etc.). This list can be assembled after a 2 W/C such as "Tell me about your life." or it can be put together from a study of the Preclear's folder. One could use a Parts of Existence L&N list such as "What are the parts of life and existence?"

Use the item found by assessment or by L&N as a preface and assess until you get a reading line on the OUT-POINT LIST; 2 W/C this out-point to F/N. Switch over to the PLUS-POINT LIST and assess until you get a reading line; 2 W/C this plus-point to F/N. Continue switching back and forth between the OUT-POINT LIST and the PLUS-POINT LIST until you get an EP for the subject being handled. End off with the PLUS-POINT LIST unless you get a big EP on the OUT-POINT LIST.

OUT-POINT LIST

Omitted Data

Missing Person

Changed Sequence of Events

Changed Sequence of Facts

Twisted Ideas

Incorrect Time

Missing Time

Rushed

Waiting

Falsehood

Altered Importance

False Data

Fixed Idea

Wrong Goal

Something Overvalued

Unbelievable Idea

Conflicting Data

Falsehood

Altered Sequence

Wrong Target

Impossible Event

Conflicting Data

Contrary Facts

Impossible Situation

Impossible Time

Wrong Location

Wrong Time

Wrong Objective

PLUS-POINT LIST

All Relevant Facts Known

Events in Actual Sequence

Time Properly Noted

Factual Data

Correct Time

Adequate Data

Knowing Something is Right

Knowing a Datum is Correct

A Known Person

A Correct Location

A Known Form

Something About Which All Data is Know

Events in Correct Sequence

Actions Done in the Right Way

Data in Proper Alignment

People in the Right Places

Things Correctly Counted

A Known Time

A Correct Time

A Proper Time

Something Correctly Located in Time

A Well Timed Action

A Truth

Something that is True

A Truthful Person

The Correct Importance

The Right Answer

The Right Target

The Right Person

The Right Direction

The Correct Objective

The Right Intention

Something Believable

A Feeling of Rightness

Data in Agreement

Adequate Data

OVERRUN

27 OCTOBER 1989

The usual definition of OVERRUN is “gone on too long” or “happened too often.”

Underlying this, there is a more basic principle.

When a Being believes something is “overrun” or “has gone on too long” or “something was done too often,” he begins to consciously or unconsciously put up resistance and protest.

THE TRUTH IS: A BEING CAN DO ANYTHING FOREVER.

That which makes a Being believe something can be OVERRUN is the EFFORT TO STOP or THE EFFORT TO STOP HIM.

The EFFORT TO STOP something, when generalized, becomes a “STOP EVERYTHING.”

When a Being has a long chain of EFFORTS TO STOP or a chain of EFFORTS TO STOP HIM (mixed up with protest, shame, blame, regret and other human emotions and reactions), he puts up solid accumulations of mental charge. These make mental mass, which result in a high Range Arm on the meter and OVERRUN.

In truth, it is not possible to kill a Being, so therefore any EFFORT TO STOP a Being means a chain full of Incomplete Cycles of Action. These cause ARC Breaks. Thus an OVERRUN is full of MASS and ARC Breaks! The common denominators of OVERRUN are OUT OF ARC and STOP! These generate bank.

IN SESSION

The Clearing Practitioner ends every Clearing process on a win or a success. This end point is called the end phenomena and if the process is ended at that point, the Preclear feels great. This is often accompanied by a new realization about life.

Overrun happens in session when a process or procedure is continued beyond the proper end point. If the Clearing Practitioner continues to run the process beyond this end point, the Preclear begins to feel more and more that she wants to stop the process. The win and gain has been achieved and now the continuation of the process is a sort of invalidation of that success. At first the Preclear begins to subconsciously resist or try to stop the process. This subconscious desire to stop causes the build up of reactive mental mass or energy. The mental mass causes the body's electrical resistance to go up and is seen on the meter as a rising Range Arm. The Preclear is resisting the process and if the process is continued, the silent protest will become the open rebellion of an ARC Break. The bright Clearing Practitioner knows what to do. She points out or indicates to the Preclear that the process has been overrun and has the Preclear spot the point of win where the process should have ended. Magically, the Range Arm comes down, the symptoms of overrun disappear and the Preclear is once again looking bright and happy.

OVERRUN IN LIFE

Once in a while, in life and living, a person will achieve a major win or success, continue with the activity and experience overrun. This usually happens when a person has been working along a particular purpose line toward the achievement of a specific goal. She achieves the goal, forgets to acknowledge the win of the achievement, continues to work on

that goal and experiences overrun (with all of the symptoms noted above). Spotting the overrun and acknowledging the win or success brings instant relief and a renewed interest in the original purpose. The result is that overrun is spotted, the win acknowledged and a new goal is set.

C/S SERIES 37R

HIGH AND LOW RANGE ARM HANDLING RUNDOWN

27 OCTOBER 1989

Originally the question, "What has been Overrun?" was given on the Class VIII course as a way of handling general overrun and high Range Arms. With some exceptions this process works well on most Pcs.

If too long a list of "What has been Overrun?" is required to obtain the first BD F/N item the listing action may very well reactivate much more bank than can easily be handled on some Preclears.

As these are also the Preclears with very high Range Arm, if one lists for overrun and runs much too long a list to get his first BD F/N item, the Pc can be heavily reactivated.

Listing errors or upsets can make this, then, too uncomfortable a proceeding for a Pc and should NOT now be done.

And if it doesn't work on some Pcs in the hands of some Clearing Practitioners, it must therefore be cancelled. Any recommendation on the Class VIII course to do it is now cancelled.

The theory behind using the question, "What has been overrun?" is correct as given on the Class VIII Course. There, a few items were intended. But now some very long lists have come up on some Pcs which made the Pc uncomfortable and were hard for the Clearing Practitioner to handle. Thus the BD F/N item overrun list must not be done.

CONTINUE is then the Reverse Action to overrun. Continue equals Survival.

A process using CONTINUE would be an "in-ARC" process while OVERRUN is somewhat "out-ARC."

The REVERSE to overrun therefore can be run as a process, to wit, "What would you be permitted to continue?" or "What could be Continued?"

This however would not be very successful as a repetitive process; thus, the listing action given below is recommended as the process to use.

LISTS

EIGHT Lists can be done on Overrun itself by using the "in-ARC" approach. These are:

- A. Self to another
- B. Another to self
- C. Others to others
- D. Others to Self
- E. Self to Self
- F. Another to others

G. Others to another

H. Another to another

Ordinarily the biggest read or any read (fall or greater) locates a flow that will run and will be most real to the Pc. But this is not true in handling overruns. The most stopped or rising read is where he's really hung. To get a Range Arm down, list the most stopped read or the rise of the read or the item that raised the Range Arm when called. This is ONLY true of Overruns.

The list questions for the above are:

If A stopped: "What could you continue to do to another?"

If B stopped: "What could another continue to do to you?"

If C stopped: "What could others continue to do to others?"

If D stopped: "What could others continue to do to you?"

If E stopped: "What could you continue to do to yourself?"

If F stopped: "What could another continue to do to others?"

If G stopped: "What could others continue to do to another?"

If H stopped: "What could another continue to do to another?"

The "Most stopped read" would be one that really froze the needle or caused it to rise or caused the Range Arm to RISE such as 3.5 to 3.6 on the flows assessment.

Even though a stop or rise is used to find the flow to run, the list question itself must read as a Fall or better.

The lists would be listed to a BD F/N item, Cog, VGI's. Actually the list could be listed forever. But the Pc will get an item he likes and that F/Ns. He is then given his item. One does NOT null such lists unless one has really goofed.

ALL the lists A, B, C, D, E, F, G and H can be listed. To get a Range Arm DOWN you list the flow that sends the Range Arm UP. Then reassess for the next that sends the Range Arm up, etc.

LOW RANGE ARM

The same exact thing causes LOW RANGE ARMS. The flow could be said to have overwhelmed the Pc.

LOW RANGE ARMS ALSO ASSESS ON RISE JUST LIKE HIGH RANGE ARMS.

There is no difference of procedure except that a low Range Arm can blow UP to 2.0+ and F/N.

Thus one can't say using 37R on a low Range Arm case, "List to a BD F/N item" as it may be a Blow UP F/N item.

The Range Arm may be a 1.8 in listing and when the F/N item goes on the list, the Range Arm will blow UP to 2.0 or 2.1 and F/N.

Further if the F/N promptly dies, and the Range Arm falls, one lists further until one item blows up, the F/N continues and the Pc is pleased with the item.

Assessment on a low Range Arm is done on RISE for the item listed or a Blow Up, just as in the case of high Range Arms.

When you list a low Range Arm's falling flow (in assessing the eight flows) and use it for the Continue list the Pc can get very unhappy and will get even more overwhelmed.

Thus low Range Arm or high Range Arm, list the 8 flows for rise or blow UP and list the one that rose most. This is true of the first and every other flow assessment.

Realize this blow UP rule applies to 37R and the Continue list and is not used in any other listing.

OUT CEs on the part of the Clearing Practitioner is the most frequent cause of low Range Arms. CE 1 that drives the Pc out through the back of his head can cause a low (below 2.0) Range Arm on a lot of Pcs.

END PHENOMENA

The End Phenomena (EP) of a RANGE ARM HANDLING RUNDOWN would be all lists assessed or listed to F/N and the Pc's needle doing a persistent continual F/N for days. This means an F/N, wide, that nothing can kill.

FLOWS NOTE

There are about eight flow directions that can be used or listed. (1) Self to another, (2) Another to self, (3) Others to Others, (4) Self to others, (5) Others to self, (6) Another to others, (7) Others to another, (8) Another to another.

"Flow" is an electronic flow in a direction. In Phoenix, Arizona, in 1952 an "Oscilloscope" (has a face like a radar, shows wave patterns and directions) was once hooked up to a CB Meter dial and showed that a mental flow will flow just so long in one direction. By reversing the repetitive commands when the left-right directional flow slowed, the flow turned around and flowed right-left then slowed, etc. So actual electrical flow occurs in response to the directional command (like "self to another"). Also it jams up when run too long on an average human because his mind has "overrun" in it already.

"Ridges" and masses come about from a conflict of flows opposing or being pulled back as in withholds.

High Range Arms are caused by two or more flows opposing thus making a mass or ridge.

Low Range Arms are caused by overwhelm by flows.

The Being thinks of them as overruns and so quits on a subject or wishes he could.

This is why the Range Arm behaves as it does on life and certain subjects.

There is no real reason why a flow can't go on forever in one direction unless a Being tries to stop it. Then it ridges and makes mass which then reads on a Range Arm.

CLEARING PRACTITIONER QUALIFICATIONS

A Clearing Practitioner must be a master at Listing and Nulling in order to touch such actions as these lists. To foul up on listing on an already fouled up Pc is quite out-tech!

A Clearing Practitioner's CEs should have been passed by thorough examination. His metering must be excellent and flawless. His command and use of the Clearing Practitioner's Code must be complete. He should himself have had case gain. He must have a full checkout on this bulletin and be able to drill it without goofs. He must know the subject of Listing and Nulling so well that he can always list smoothly to a BD F/N item with never a quiver.

INTERIORIZATION RUNDOWN

This bulletin does not change the Interiorization Rundown in theory or practice.

It does, however, give this procedure:

1. On a high or low Range Arm Pc check for exteriorization in Clearing.
2. If the Pc has gone exterior in Clearing (or an earlier practice) make sure he has not had an Interiorization Rundown earlier before giving him another.
3. If an earlier Int RD exists repair, complete or rehab it. Often an Int RD is itself overrun. An L3 on it will show what is wrong with the earlier one. Some poor high Range Arm Pcs have had 2 or 3 Int RDs! All run past the EP.

Some Int RDs went totally flat on the first step or first few steps and all else was overrun.

4. If no earlier Int RD was done, then do one.
5. If the check of the Int RD situation shows it not to be the reason, or was the reason but the Range Arm goes high or low days later, then **DO THIS RANGE ARM HANDLING RUNDOWN.**

C/S SERIES 37R

37R PROCEDURE

27 OCTOBER 1989

In assessing the flows and listing the “continue” questions it is vital to continue to assess the eight flows and list until the entire assessment of flows widely F/Ns.

Each list can be listed more than once which means there can be more than eight lists taken from the eight flows.

One finds a rise or blow up item, does a list on it, then assesses ALL eight flows, finds the next most rising item, lists it and then re-assesses all eight flows and finds the next most stopped or rising item and lists that. One just keeps this up, assess and list, over and over.

Eventually, on assessing the eight flows you can only get a stopped needle. Then a slowed or killed F/N. One uses these for lists. Sometimes toward the last they blow on indication and cog.

The end of it all is the Clearing Practitioner assessing the eight flows without being able to disturb a wide wide persistent F/N.

THAT is the EP of the 37R process. There is no other EP. If not done to that EP the 37R process is incomplete.

CLEARING FLOWS

The idea of flows should be cleared with the Pc before assessment is done.

One can do this by getting the Pc to draw them.

Don't confuse the Pc with this clearing and make sure he is not confused before assessing the eight flows.

The Pc may have no idea of flows. So before assessing the first time one must clear “flows.” The Pc must understand that these words like “self to another” mean a flow from himself to any other, etc.

While clearing the word “flow” and “flows” watch your meter as you may get your first blow UP of the Range Arm.

ASSESSMENT FORM

An assessment form can be printed or one can take a sheet of paper lengthwise and write the eight flows along the left edge with lines to the right. By putting in dividing vertical lines one then has 10 or 12 assessments laid out ready to do.

LOW RANGE ARM

Unless one does a THOROUGH JOB to the 37R End Phenomena on a low Range Arm case, the Range Arm will continue to go low in future sessions.

A low Range Arm takes more times through the assessments and listing than a high Range Arm.

If, after an apparent EP of a wide F/N on the last assessment, the Pc then has a low Range Arm at the Examiner or subsequently has a low Range Arm, one must NOT start a new program as the existing one (37R) is incomplete.

The correct C/S for an apparent 37R EP which went sour would be:

1. L4 Method 3 and handle.
2. Ask if there is another flow not yet touched. Note its read as it is described and list it.
3. Reassess the existing and the additional flows for any slightest slow or choke and list it.

Should there still be trouble with low or high Range Arm subsequently, it lies in the area of perpetrations and withholds which blow loose on the Continue lists. This is true because perpetrations and withholds add up to stopping something which is discontinuance.

ASSESSING LOW RANGE ARMS

LOW RANGE ARMS ALSO ASSESS ON RISE JUST LIKE HIGH RANGE ARMS.

There is no difference of procedure except that a low Range Arm can blow UP to 2.0+ and F/N.

Thus one can't say using 37R on a low Range Arm case, "List to a BD F/N item" as it may be a Blow UP F/N item.

The Range Arm may be at 1.8 in listing and when the F/N item goes on the list, the Range Arm will blow UP to 2.0 or 2.1 and F/N.

Further if the F/N promptly dies, and the Range Arm falls, one lists further until one blows up, the F/N continues and the Pc is pleased with the item.

Assessment on low Range Arms is done on RISE for the item listed or a Blow UP, just as in the case of high Range Arms.

When you list a "low Range Arm's" falling flow (in assessing the eight flows) and use it for the Continue list the Pc can get very unhappy and will get even more overwhelmed.

Thus low Range Arm or high Range Arm, list the eight flows for rise or blow UP and list the one that rose most. This is true of the first and every other flows assessment.

Realize this blow UP rule only applies to 37R and the Continue list and is not used in any other listing.

37R works very well on low Range Arms.

CRAMMING

Clearing Practitioners who can't do this well must be fully crammed on reading a needle and Range Arm stops, rises and blow ups.

The result, if properly done, is invariably good.

LISTING PROCEDURE

37R is a very beefy process.

37R works on anyone, regardless of Range Arm or state of case. It should not be used only on bad off cases. It work on both the worst and the best.

In doing 37R the items are sometimes very heavy and it takes the Pc a bit to accept them. Therefore when one gets a BD F/N item, one asks “Is_____your item?” If he says yes, indicate it to him by saying “_____is your item.” The meter should give a fall and the F/N widen.

If the Pc says it is NOT his item, ask the question again and continue to list. The Pc will put the item back on the list usually for it was his item. But he has to list further to realize it. He can also fail to put it back on the list and if so and he is getting restless in listing, give him the BD F/N item again and he'll buy it.

A very big item that alters the Pc's whole concept of things with big cogs and lots of itsa is a good place to stop a session. 37R doesn't all have to be done in one session. When you begin a new list before the last item is discharged the Pc can get a bit overwhelmed. This is a “nice” point, not a vital one.

Also the big item will often cause the next assessment to be a bit hard as the Pc's attention remains tied up in it for awhile.

If after 37R the Pc's Range Arm goes up or down again out of the normal 2.0 to 3.0 range the action is to do an L4 in general on 37R. It usually picks up the cognition and confirms rather than corrects. The L4 reads on wrong item. The Clearing Practitioner says which one. Pc gives it. Quite usually it's a right item Pc hasn't cogged on.

After the L4, one can again run 37R. However, a better action is to:

1. Fly all ruds.
2. Continue with Preclear's Program.

RUDIMENTS

When rudiments are out during 37R a Pc can feel strange. Of course with a high orlow Range Arm you can't get the ruds in.

So you can do a list of 37R and as this will F/N on the meter, you can get in all rudiments.

ASSESS SLOWLY

By reading a flow and waiting a moment, you give the Range Arm time to rise.

You can assess too rapidly and find that the Range Arm has gone up; but which of the last items did it go up on? By proceeding a little more slowly you will be sure.

STEPS 37R

1. Clear the word “flow.”
2. Clear the idea of flow (watch meter) for each flow A to H so the Pc has no

misunderstands.

3. Assess the flows sheet. Take the biggest Blow UP or speed rise (if no big Blow UP).
4. Mark it on the flow assessment sheet and worksheets.
5. Fit it into the question on a separate listing sheet. What could_____continue to do to_____?
6. Ask the question of the Pc.
7. Get the Pc to give you items.
8. Write the items down while watching the meter. Mark needle reads or BDs. Put down Range Arm readings regularly on the list.
9. Get the first item that Blows down (or up for low Range Arm's) and F/Ns.
10. Ask the Pc if_____is his item.
11. If the Pc says yes, say, “_____is your item.” Circle it on the listing sheet and mark the F/N and “Ind” for indicated to the Pc. If the Pc says no, continue to list. Pc will put item back on the list, at which time do 10 and 11 above. The Pc will accept it. If he goes on and begins to protest, give him the first BD F/N item and do 11 and 12. He will accept it.
12. Mark the item and Range Arm and any itsa on the item or cogs on the worksheets.

Don't do this process without:

- (a) Checking out on C/S Series 37R.
- (b) Doing 1 hour confront and 1 hour reach and withdraw on your meter.
- (c) Dummy Clearing the 12 steps above with no Pc but all the paper and tools until it is a faultless action.
- (d) Having smooth, perfect CEs.
- (e) Following the Clearing Practitioner's Code.

Don't call the Pc's attention to the meter with comments or stares or looks of horror or edginess or fumbles.

SPECIAL 37R

The various flows of Clearing Practitioner to Pc can be run and indeed an assessment of subjects or dynamics can be assessed by rise and then flow patterned as in “Clearing Practitioner-Pc” below.

This Special 37R is mentioned here but will be laid out in full for other subjects in another issue.

Pcs who have protest on Clearing can be done in this way.

The flows are:

Clearing Practitioner to Pc

Pc to Clearing Practitioner

Clearing Practitioners to Pc

Pc to Clearing Practitioners

Pc to Self

Clearing Practitioner to Self

Aside from the list change, "Clearing Practitioner-Pc" is done as in general 37R.

PREPARED LISTS

22 SEPTEMBER 1988

A prepared list is a list of words, items, phrases or sentences which is prepared or made up before session. The Clearing Practitioner or Case Supervisor can make up the list or the Clearing Practitioner can use one of the standard prepared lists. The list is composed of all the things that could be wrong or could have gone wrong in a particular area of a Preclear's life or Clearing. The prepared list is called a correction list if it is used to correct something and a repair list if it is used to repair something. The Clearing Practitioner assesses the prepared list (calls off the individual lines) until she gets a reading line. The reading line is then handled by itsa earlier similar itsa to a floating needle. The Clearing Practitioner may end off at this point or continue to find more reading lines. This is called Method 3 assessment.

If the Clearing Practitioner assesses the entire list and comes back to handle each item, by longest read first, it is called Method 5. Method 3 and Method 5 are the main methods for assessing prepared lists. The other methods of handling prepared lists are given in the bulletin called CORRECTION LISTS, USE OF.

The assessment of prepared lists is a very powerful technique for the isolation of bypassed charge and for the correction of errors in life and in Clearing.

CORRECTION LISTS, USE OF

22 SEPTEMBER 1988

The various lists designed to find by-passed charge and repair a faulty Clearing action or life situation should be used heavily and thoroughly.

There are many such lists - BASIC ASSESSMENT LIST, RUDIMENTS CHECKLIST, SESSION CORRECTION LIST, etc.

They are available in bulletin form and are themselves corrected and re-issued from time to time.

There are six ways (methods) to do these prepared lists:

1. The Clearing Practitioner starts at the top and takes up each read (any change of characteristic) until he gets one to F/N. In this case the Clearing Practitioner does not do "Itsa earlier Itsa." He just cleans each read.
2. The Clearing Practitioner starts from the top and on each read (any change of characteristic) cleans it and does Itsa earlier Itsa to F/N or to a clean no-read and goes on.
3. The Clearing Practitioner assesses the list down until he gets a heavy read (small fall or better) and takes that to F/N, using itsa earlier itsa. Then he can go on to the next heavy read and take that line to F/N. In this case he can get several F/Ns on the same list.
4. The whole list is rapidly assessed over and over until one item stays in and that is given to the Pc. If at any point in this assessment all read X, indicate all that read on the last assessment with the longest read first. Be willing to listen to any originations at any point, but don't engage in Clearing cycles as such. Just quickly assess and indicate. Do not go earlier similar or anything but assess and indicate.
5. The Clearing Practitioner assesses the entire list marking down "X" for no read and "SF," "F," "LF" or "LFBD" for a read. The Clearing Practitioner then takes each reading item to F/N (longest read first) by itsa earlier similar itsa.
6. The Clearing Practitioner reads the line or question while looking at the Preclear.

UPSET PC

When a Pc is very upset and misemotional, the action in 4 above is the only one to use as it is the safest. On a very upset or antagonistic Pc, don't engage in any chatter; just grab a list and assess it, and indicate the By-Passed Charge. The results are usually magical.

REPAIR

Repairing a case fully where the person has led an out-ruds life, Method 3 above is the one to use. Various and assorted lists can be employed.

SETTING UP

The best way to set up a Preclear for clearing on a major action is to Repair the Preclear.

This can be necessary before the person is ever cleared at all on any major action such as Alethanetics or Grades.

Such an action can go on and on and should. The action is to bleed the list of all possible charge, using Method 3.

ERROR IN USING LISTS

The major error in using prepared lists is not to really get full use out of the list.

In using lists don't be in a great hurry or do a superficial job. The list is for the pc, not a statistic.

CORRECTION LISTS

23 DECEMBER 1989

This bulletin gives the major correction lists used in Clearing with a brief statement of their use, EP and relation to the Life Expansion Chart.

IMPORTANT NOTE: CLEARING PRACTITIONERS MUST BE EXCELLENT ON CE_s AND METERING AND ASSESSMENT DRILLS BEFORE BEING PERMITTED TO TOUCH ONE OF THESE LISTS AS THEY OTHERWISE MISREAD, CALL WRONG READS, GET NO READS, DRIVE RA UP OR DOWN AND BOTCH THE CASE UP FURTHER. USE TRAINING ON CE_s AND METER BEFORE LETTING A CLEARING PRACTITIONER DO ONE OF THESE LISTS.

L1: Used by Clearing Practitioners in session when an upset occurs, or as ordered by C/S to handle ARC Breaks, sad, hopeless or nattery pcs. It is assessed Method 3. It can also be done M4 on a very ARC Broken pc. EP is area of BPC handled with Pc F/N and VGls. The L1 is not continued beyond a good cog with VGls and a wide F/N.

BASIC ASSESSMENT FORM: Used for general case clean-up particularly on an out rud type Pc or when ruds won't fly. It is not used to handle high or low RA. Assessed M5 to provide data for the C/S then each read handled in accordance with C/S Series 44. EP is each read handled to its EP. May be reassessed after handling all reading items if heavily charged on first assessment. Can also be done M3 to a good win and F/N VGls.

FALSE RA CHECKLIST: Normally done early in Clearing, especially if RA high or low. Prevents unnecessary repair due to wrong cans or grip. Is usually only done once. Do not suddenly interject this action into the middle of a session nor change from cans to footplates mid-session due to RA going high.

C/S 53: This is the basic list to get RA up or down into normal range. Assessed M5, reading items handled then reassessed, etc. to F/Ning assessment. Done well with good basic Clearing this action should not need to be frequently repeated on a case. RA going high or low in later Clearing after C/S 53 already fully handled is normally handled with the correction list for that action (e.g. L4 when RA high after listing or WCCL on word clearing, etc.). EP is C/S 53 F/Ning on assessment with RA in normal range.

INT RUNDOWN CORRECTION LIST: Used when Int Ext reads on any repair list and the Int RD has already been done or corrected, when a bog occurs on the Int RD itself, or if Pc upset after Int RD and/or RA gone high or low immediately after. Don't re-run Int RD—use the correction list. EP is all reading items handled to F/N, EP of Int RD, and Int Ext no longer reading.

L4: Used for assessment of all listing errors, when trouble occurs on a listing process, when RA goes high or Pc gets sick or upset after a session which included listing actions. Does not require C/S permission to use by a Clearing Practitioner within a session when trouble on listing occurs. Always assessed M5 and all reads handled (largest reads first). Used to handle individual lists or listing in general in which case the list can be reassessed after first handling if heavily charged on first assessment. EP is all reads handled to F/N with correct items found and indicated and Pc no longer upset by the listing action. Should be taken to F/Ning list for full EP of list correction. There is no limit to the number of times it can be used but an Clearing Practitioner who requires frequent use of L4 needs cramming on basic Clearing and L&N so he does it right the first time.

L3: Used for locating and handling all errors and trouble in R3R actions. Assessed M3 with each reading item handled in full per instructions and continued further only if RA or upset remains unhandled. Is not taken to F/Ning assessment except when used in Alethanetic Track

Repair RD. EP is difficulty handled with Pc F/N VGIs and again running well on R3R.

BAF40: Used to handle resistive cases (RA in normal range but not responding well to Clearing). Assess M3 with all reading items taken to F/N per instructions, then handled in depth with L&N and R3R processes. Normally done only once if done properly. EP is all reading items handled, Pc no longer resistive and making good progress in Clearing. Note that a Pc can be made to appear resistive by poor basic Clearing and failure to use the right correction list when needed.

PTS RD CORRECTION LIST: This Correction List is assessed and handled after a PTS Rundown has been done on the Pc. It also serves as a checklist of expected actions with the Rundown. It is always assessed M5. EP is Pc no longer upset, each reading item taken to EP.

WORD CLEARING CORRECTION LIST: (WCCL) Used to handle any upsets or high or low RA occurring during or shortly after word clearing. If a Pc gets sick after word clearing, don't start running R3R, use the WCCL. If RA goes high during or shortly after word clearing, don't use a C/S 53, use the WCCL. This list can be overused by using every time the RA starts to go high in word clearing instead of simply completing the clearing of the word or subject started. Assessed M5. EP is all reading items handled to F/N and Pc again running well.

CLEARING TOOLS DRILL

It is vital that any Clearing Practitioner or C/S knows exactly which correction list to use and when to use it. This is particularly true of Clearing Practitioners in session who can and must use the L1, L4, L3 or WCCL in session when trouble occurs in order to quickly remedy the action and complete the session successfully without having to end off prematurely for C/S instructions.

For this purpose the Clearing tools drill has been developed. In this drill the coach has a pile of the various correction lists, holds each up in any order and asks, "When do you use this?" "How do you use it?" The Clearing Practitioner must answer correctly without comm lag. When the Clearing Practitioner can do this without error coach then varies the drill by giving session situations and Clearing Practitioner must state the appropriate corrective action to be taken.

A flunk is always handled by having the student restudy the relevant bulletin (never by coach interpretation). Any disagreement or confusion is handled by appropriate word clearing on the materials concerned.

REPAIRING THE PC INSTEAD OF THE AUDITOR

Excessive use of repair lists and having to redo correction lists already done results from flubby Clearing. Don't just carry on repairing the Pc. Get the Clearing Practitioner crammed especially on basic Clearing, especially CEs and metering. Then you can get the Pc rapidly and effectively repaired and back onto the Life Expansion Chart.

HANDLING TROUBLE BEFORE IT OCCURS

To use a correction list in session every time the RA starts to go up or Pc gets misemotional is Q&A and will slow up Clearing tremendously. The correct action is to be an expert in basic Clearing, to know the action you are running, and run the process to its EP. RAs do go high and low during processes. Pcs do sometimes get misemotional when running certain actions. This doesn't call for a correction list as there is nothing to correct. One simply completes the process.

LIFE EXPANSION CHART

The EP of a Repair Program is stated in C/S Series 3 as “the Pc feeling great and feeling he can get case gain”. It does not say every correction list or every repair action ever devised having been run on the Pc.

If one goes past the EP of repair you then will have to repair the Pc.

THE CASE GAIN AVAILABLE TO THE PC IS CONTAINED IN THE PROCESSES OF THE LIFE EXPANSION CHART WHICH IS THE BASIC CLEARING PROGRAM OF EACH PC.

Failure to repair a Pc who does need repair denies that Pc the gains obtainable from processes. Repairing a Pc who is doing well or continuing to repair a Pc beyond the EP of repair also denies the gains of Clearing.

The solution is to be an expert in basic Clearing, know the processes down cold, know uses of correction lists and use them only when required and then use them correctly and get the Pc back onto the Life Expansion Chart with a minimum of delay.

C/S SERIES 53

HIGH-LOW RANGE ARM ASSESSMENT LIST

21 DECEMBER 1989

The C/S Series 53 Long Form is used to get a RA up or down into normal range or to correct case outnesses.

Assess this list Method 5 and handle reads in the order they occur on the list.

PC NAME: _____ DATE: _____

A.

- 1. Interiorized into something? _____
- 2. Go in? _____
- 3. Went in? _____
- 4. Put in? _____
- 5. Want to go in? _____
- 6. Can't get in? _____
- 7. Can't go in? _____
- 8. Want to get out? _____
- 9. Kicked out of spaces? _____
- 10. Being trapped? _____
- 11. Forced in? _____
- 12. Pulled in? _____

B.

- 1. Have there been list errors? _____
- 2. Have you had an overlisted list? _____
- 3. Have you been given any wrong items? _____
- 4. Have you felt upset with giving items to the Clearing Practitioner? _____
- 5. Have you been given a wrong date? _____
- 6. Have you found a wrong location? _____
- 7. Have you been given a wrong Why? _____

8. Have you been given a wrong indication? _____

9. Have you been given a wrong PTS item? _____

C.

1. Do you have an ARC break? _____

2. Do you have a problem? _____

3. Are you withholding anything? _____

4. Is there some sort of withhold? _____

6. Is there something you're not saying? _____

7. Has someone said you had a withhold when you didn't? _____

8. Did you have to get the same withhold off more than once? _____

9. Have you committed any perpetrations? _____

10. Have you been cleared over out-rudiments? _____

11. Do you feel sad? _____

12. Do you feel rushed? _____

13. Are you upset? _____

14. Are you tired? _____

15. Deadness? _____

16. Unconsciousness? _____

17. Do you feel like you can't get it? _____

18. Are you protesting anything? _____

19. Is there something you don't like? _____

D.

1. Have you taken drugs? _____

2. Have you taken LSD? _____

3. Have you drunk alcohol? _____

4. Have you smoked pot? _____

5. Have you taken medicine? _____

E.

1. Is there an engram in restimulation? _____
2. Has the same engram been run twice? _____
3. Can't you see engrams too well? _____
4. When you look for incidents, is it invisible? _____
5. When you look for incidents, is it all black? _____
6. Have you experienced a loss? _____
7. Have you lost something? _____

F.

1. Has the same thing been run twice? _____
2. Has the same action been done by another Clearing Practitioner? _____

G.

1. Are you doing something with your mind between sessions? _____
2. Are you involved in some other practice? _____

H.

1. Have there been Word Clearing errors? _____
2. Have there been misunderstands in session? _____
3. Have there been any study errors? _____

I.

1. Do you have a false Range Arm? _____
2. Have you used the wrong sized cans? _____
3. Do your hands get tired? _____
4. Are your hands dry? _____
5. Are your hands wet? _____
6. Do you loosen the can grip? _____
7. Are you using the wrong hand cream? _____

J.

1. Is the Clearing Practitioner overwhelming? _____
2. Couldn't you hear the Clearing Practitioner? _____
3. Couldn't you understand what was being said? _____
4. Couldn't you understand what was being done? _____
5. Do you feel attacked? _____
6. Has there been something wrong with F/N's? _____
7. Have F/N's been overrun? _____
8. Have F/N's been missed? _____
9. Did you feel like items didn't really read? _____
10. Have there been false reads? _____
11. Have you had bad Clearing? _____
12. Are there any incomplete actions? _____
13. Has there been any invalidation? _____
14. Has there been any evaluation? _____
15. Couldn't you get Clearing? _____
16. Have actions been interrupted? _____

K.

1. Is there something you can't have? _____
2. Is your havingness low? _____

L.

2. Are you PTS? _____
3. Do you feel suppressed? _____

M.

1. Has something gone on too long? _____
2. Have you been cleared past a release point? _____
3. Have you gone past Clear? _____

4. Has something been overrun? _____

5. Has the Clearing Practitioner kept on going? _____

6. Have you been over-repaired? _____

7. Are you puzzled why the Clearing Practitioner keeps going? _____

8. Are there stops? _____

N.

1. Is there something else wrong? _____

2. Are you physically ill? _____

0.

1. Are we repairing a RA that isn't high? _____

2. Are we repairing a RA that isn't low? _____

3. Has the meter been faulty? _____

4. Is there nothing wrong? _____

HANDLING THE C/S SERIES 53

21 DECEMBER 1989

GROUP A.

If any line reads in Group A and the Pc has had an Int R/D, Date/Locate the point where the Int was flat as follows:

Date: Tell Pc the date the Int R/D was run from the Folder Summary. Then date the point it was flat by exact time (hour, minute second) until Pc says something blew or you get a BD F/N.

Locate: Have the Pc point to where the Int R/D was done. Get the distance away and the part of the room, etc. until Pc says it blew or you get a BD F/N.

If the above does not happen the Int R/D is not flat. In this case do an L3 on each flow of the Int R/D.

If the Pc has never had an Int R/D, get a C/S for a standard Int R/D.

GROUP B.

If any of these read, do an L4 on the earliest lists you can find that have not been corrected. Lacking these lists do an L4 in general. You can go over an L4 several times handling each read to F/N until the whole L4 gives nothing but F/Ns.

GROUP C:

If any of these read, handle with 2 way comm and earlier similar to F/N. If more than one reads do biggest read first and then clean up each of the others earlier similar to F/N in order of largest read first.

GROUP D:

If any of these read, do a complete Drug R/D. If the Pc has already done a complete Drug R/D, get a C/S to repair it.

GROUP E:

If any of these read, do an L3

GROUP F:

If any of these read, spot the earliest time and rehab it.

GROUP G:

If any of these read, find out what it is. Two way comm to the first time done, find out what upset had occurred before that and do an L1 on that period of the Pc's life.

GROUP H:

If any of these read, 2 way comm to find out what it is and return to the C/S for a program to handle.

GROUP I:

If any of these read, do a False Range Arm Checklist. Then check for a read on Range Arm worries_____ and F/N worries_____ and Two way comm to F/N whichever reads.

GROUP J:

If any of these read, do a Session Correction List or L1 "On Clearing."

GROUP K:

If any of these read, find and run the Pc's havingness process.

GROUP L:

If any of these read, do 3 S&Ds and the PTS Rundown or Suppressed Person Rundown.

GROUP M:

If any of these read, indicate the overrun and rehab the release point.

GROUP N:

If any of these read, two way comm for data and handle or get a new C/S.

GROUP O:

If any of these read, indicate and/or two comm for data. Then work out a handling.

BASIC ASSESSMENT FORM

24 DECEMBER 1989

The Basic Assessment Form is done on the order of the Case Supervisor to detect reasons for case trouble. If the RA is high or low use C/S 53 instead. The BAF is assessed Method 5 and handled.

If the line reads and the Pc protests it, has no answers, seems ARC Broken by the read or resigned or starts to explain how the thing has been run before, check for false read. Use False and Suppress as needed.

On Environment ARC Break the Remedy B—Environment is a limited process. S&D is also a limited process, only one F/N available on W, one F/N on S, one F/N on U. They are only done on C/S instructions.

Do not Clear a Pc who has not had sufficient food or rest or who has taken aspirin or drugs; check this before session. If he or she has had insufficient food or rest, send the Pc home to have this handled. Indicate the by-passed charge of the incomplete cycle of action of the session on both Questions 1 and 2.

The Basic Assessment Form should be run to F/N VGIs with all reads taken to F/N. It can be done Method 3 and taken to a good win, F/N VGIs. If done M3 it must not be run past the first F/N.

Some of the item on the list are in plain English which can be used with new Pcs or relatively new Pcs who are not totally familiar with the jargon of Clearing.

If in doubt it is always proper to take an item earlier similar to F/N.

If you don't know how to assess or can't get reads, just go through and ask the person each line. Take up those that read where the Pc has said yes.

Preclear's Name _____ Date _____

Clearing Practitioner _____

Range Arm at start of assessment _____

1. Sufficient sleep? _____
2W/C and end off for sleep if not sufficient.
2. Physically tired? _____
2W/C and end off for sleep if insufficient.
3. Sufficient food? _____
2W/C and end off for food if not sufficient.
4. Are you hungry? _____
2W/C and end off for food if hungry

(On items 1 through 4 you can indicate the BPC of the incomplete cycle of action of ending session to get food or rest. This should be said in plain English so that the Pc understands you).

5. Alcohol? _____

6. Aspirin/Tranquilizers? _____

7. Drugs or Medicine? _____

Find out what is being taken or what drug items were not run and why.

(On items 5 through 7, if the Pc has drunk alcohol, the drying out period is 24 hours and for drugs it is 3 days. You can indicate the BPC of the incomplete cycle of action if you have to end off).

8. Did you go exterior? _____

9. Have you interiorized into something? _____

10. Has there been an error in listing? _____

11. Have we found a wrong item? _____

12. Has a list been overlisted? _____

13. Has there been a wrong indication? _____

14. Has something distracted you? _____

15. Has there been an upset?
Handle as an ARC Break (ARCU CDEINR) _____

16. Do you have a persisting problem? _____

17. Is there a difficulty? _____

18. Is there a conflict ? _____

19. Is there an indecision? _____

20. Has someone evaluated? _____

21. Has someone invalidated you? _____

22. Has someone nearly found out something about you?
Find out who and handle as M/W/H. _____

23. Have you done something you shouldn't have done?
Get all of it and E/S to F/N. _____

24. Are you unable to say something?
2W/C itsa e/s itsa _____

25. Have you not understood something?
Clear it up. _____

26. Was there a withhold that kept coming up? _____

27. Has something been overrun? _____

28. Have we gone past a big win? _____

29. Has something been left unflat? _____
30. Has anything been cut short? _____
31. Were you distracted by the Clearing Practitioner? _____
32. Has something flattened out of session? _____
33. Did you cognite out of session? _____
34. Did you have a loss of gain? _____
35. Has anything been missed? _____
36. Is something else wrong? _____
37. Has there been an unnecessary action? _____
38. Was the real reason missed? _____
39. Was there nothing wrong in the first place? _____
40. The Resistive Cases Assessment
 1. Do you not want Clearing? _____
 2. Have you been Cleared with rudiments out? _____
 3. Do you feel overwhelmed? _____
 4. Are you continuously committing perpetrations? _____
 5. Are you connected to a Suppressive Person? _____
 6. Do you feel seriously physically ill? _____
 7. Are you seeking the same thrill attained from drugs? _____
 8. Are comparing Clearing to an earlier practice? _____
 9. Is being yourself difficult? _____
 10. Are you pretending? _____

C/S SERIES 44

C/S RULES

PROGRAMMING FROM PREPARED LISTS

There are many vital prepared lists.

King of these is the Basic Assessment Form. The additional No. 40 items are the original Seven Resistive Cases. The best way to do a BAF + 40 is Method 5 (once through), lengths of reads and BDs marked and C/S to then write a C/S for it.

The C/S SERIES 53 HIGH-LOW RANGE ARM ASSESSMENT LIST (Hi-Lo RA) is also such a list, also done Method 5.

Any such prepared list can be done Method 5 and the C/S to then write a C/S.

But L4 (Lists correction), L3 (Alethanic errors) and LI (ARC Brks and bypassed charge) are usually done Method 3 (Clearing Practitioner assesses to a read, gets the action done, and/or earlier similar to an F/N, not going on until his action has resulted in an F/N and then going on to complete handling and F/Ning each read he gets).

When the C/S has a list assessed Method 5 he expects usually to get it back with the reads and then write the C/S for it. Sometimes he asks for a BAF + 40 and a Hi-Lo RA both to be done Method 5.

Now the question comes up, which reads does the C/S write up to be handled first? And second? And third? Etc. In other words how does he arrange the C/S the Clearing Practitioner is to do now? What sequence are the items handled in?

These rules apply:

Handle an Out Int or an Out Int RD first.

Handle anything connected with "Lists" (meaning Listing and Nulling Lists) first if Int isn't out. Like "Listed past right item," reads. The C/S would get that handled FIRST. Always handle list errors first. And usually do an L4 additionally, Clearing Practitioner to handle. A Pc can get sick after a listing error and you can't get Clearing done when lists are out.

Doesn't want jClearing, why, is then handled if it read.

Next C/S to handle anything to do with rudiments. ARC Brks, PTPs and W/Hs take precedence in that order.

(Listing errors are first, before ARC Brks because an apparent ARC Break after a listing error can only be handled by getting the charge off the list.)

Anything that looks like a withhold comes next.

After that one just takes the lengths or BD of reads. Take the biggest reads before you take the smaller ones, once you have C/Sed for Lists, doesn't want Clearing and Ruds andevident other withholds.

The only confusion that one can get into is a very high TA. But List errors can cause high TAs. Next in frequency is withholds.

Never C/S to take a RA down with an ARC Brk rud or an LIC. Never.

You can C/S to “talk a RA down” only when there are no list errors or withholds reading on a BAF.

Of course an Interiorization Rundown error is a primary target. But you don’t have that once it’s handled. You will get a soaring RA if Int is out. L3 is a potent tool to order for Int outnesses, the Clearing Practitioner handling as he goes, Method 3.

So the above gives you the rules by which you C/S from assessed prepared lists.

Basically—when Int is out, Clearing will drive the RA up.

When lists are out nothing will handle but lists and LI won’t nor will ruds.

When ruds are out nothing else will straighten up and you mustn’t order Clearing Practitioners to Clear with out ruds.

Doesn’t want Clearing can come from a bad L & N list. Or out Int. Or out ruds. Previous bad Clearing can be cured by LI on previous bad Clearing. The craziest out Clearing we ever ran into was a Clearing Practitioner using reads and F/Ns when there were none and failing to take up or flatten reads he did get. So there can be variations on bad Clearing and there can be, to our shame, false Clearing reports. The best C/S is to find what Clearing Practitioner and find out what the error was. Bad CEs on a poor Comm Course where the Pc was a student (False passes and invalidated wins) can also cause “doesn’t want Clearing”.

“Protest” is a frequent reason for high RA and is a cousin to “doesn’t want Clearing” and is handled by checking “Lists” for read and doing an L4 if it reads or finding the out ruds or other BPC as in LI.

As there are so many combinations of reading items from prepared lists, you have to C/S according to these general principles.

These rules serve as a steady guide that you’ll find win for you.

C/S SERIES 60
THE WORST TANGLE

21 DECEMBER 1989

Sometimes a C/S gets a terrible tangle handed to him as follows.

1. INTERIORIZATION RUNDOWN IS UNDONE OR MESSED UP.
2. FAULTY LISTS HAVE BEEN DONE.
3. THE PC IS IN A HEAVY ARC BRK WITH PTPs AND W/Hs.

Now each one of these three things “must be done first.”

Clearing cannot be done with Int messed up except to handle the Int RD.

Clearing cannot be done over bad lists without repairing the lists.

Clearing cannot be done over out ruds without putting the ruds in.

So WHAT does the C/S do?

There is fortunately a different degree of upset in these three things.

Int RD trouble is worse than list trouble is worse than out ruds.

Therefore the correct C/S would be to

1. Repair Int
 2. Repair Lists
 3. Put in Ruds.
1. Repair Int RD is done by using L3 on each flow. And by dating to blow and locating to blow the EP or flat point of the rundown.
 2. Lists are repaired with L4 on each list, preferably with the list available and preferably with the actual list repaired (such as added to if incomplete or correct item found and given to Pc).
 3. And if the pc also had out ruds THESE ARE NOW PUT IN WITH “Have you been Cleared over an (ARC Brk, PTP, w/h)?” as the Pc has been.

It will all come out all right if properly done.

Very few pcs get that messed up. But when they do even they can be untangled.

If a lot of engrams were also run on top of that and these are also in the mess, repair them last as a fourth action.

C/S Series 53 is written with the above sequence of handling. But it omits ARC Brks (as these don't raise or lower TA out of normal range). And C/S Series 53 as it is designed only for high or low RA does not cover the trick of putting in the ruds as “Were you Cleared over an (ARC Brk, PTP, W/H)?” as it purposely has to omit ARC Brks.

C/S SERIES 87

NULLING AND F/Ning PREPARED LISTS

21 DECEMBER 1989

A prepared list is used to correct cases. There are many of these. Notable amongst them is C/S 53 and its corrections.

It is customary for the Clearing Practitioner to be required to F/N such a list. This means on calling it that the whole list item by item is to F/N.

Now and then you get the extreme oddity of a list selected to exactly remedy the case not reading but not F/Ning.

Of course this might happen if the list did not apply to the case (such as an Entity Clearing prepared list being used on a Grade IV, heaven forbid). In the case of lists to correct listing, and in particular the C/S 53 series, it is nearly impossible for this situation to occur.

A C/S will very often see that the Clearing Practitioner has assessed the list on the Pc, has gotten no reads, and the list did not F/N.

A "reasonable" C/S (heaven forbid) lets this go by.

Yet he has before him first-class evidence that the Clearing Practitioner

1. Has out-CEs in general,
2. Has no impingement whatever with CE 1 (can't heard),
3. Is placing his meter in the wrong position in the auditing session so that he cannot see it, the Pc and his worksheet,
4. That the Clearing Practitioner's eyesight is bad,
5. or is using a faulty meter (such as the Hubbard meter) which doesn't read on assessments.

One or more of these conditions certainly exist.

To do nothing about it is to ask for catastrophe after catastrophe with Pcs and to have one's confidence in one's own C/Sing deteriorate badly.

An amazing number of Clearing Practitioners cannot make a prepared list read for one of the above reasons.

Putting in suppress, invalidation or misunderstood words on the list will either get a read or the list will F/N.

The moral of this is that prepared lists that do not read F/N. When prepared lists that do not read do not F/N or when the Clearing Practitioner cannot get a prepared list to F/N, errors are present which will defeat a C/S.

In the interest of obtaining results and being merciful on Pcs, the wise C/S never lets this situation go by without finding what it is all about.

C/S SERIES 62

KNOW BEFORE YOU GO

22 DECEMBER 1989

A C/S may and should know exactly what is wrong with a case.

When he “knows” by hunches or intuition and does not bother to confirm or make a wider effort, he can miss the case entirely.

Example: C/S says to himself—I know what’s wrong with Joe. His wife. So I’ll C/S “O/W on your wife.”

Some of the time the C/S will be right. This gives him a win and confirms him in sloppy C/Sing. He does not bother to know before he C/Ses.

A C/S who gets a low percentage of cracked cases and a low percent of F/N VGIs at the end of session usually fails to “know before he goes.” He just goes, which is to say he just writes programs and C/Ses without finding out enough about the case.

A skilled C/S may very well be able to figure out exactly what’s wrong with the case. That’s his job. But how does he find out anything about the case at all?

The answer is very simple. So simple it gets missed. THE C/S GETS DATA ON THE CASE.

How does he do this?

The broadest, most used answer to how to know is prepared lists. These have all sorts of questions on them that read or don’t read. There are lots of these lists beginning with the famous Original Assessment Form. There are all sorts of lists. An end product of any list is DATA ON THE PC ONE USES TO PROGRAM AND C/S THE CASE.

The next answer to how to get data is lists prepared by the C/S himself and which are assessed by the Clearing Practitioner.

Another answer is 2-way comm on questions written by the C/S. “What do you consider hasn’t been handled on your case?” is a jewel which gives you the hidden standard to List and Null and run Who or what would have _____? to BD F/N Item and O/W on the item found. But there are dozens more. “How do you feel about your family?” “R Factor: The C/S is concerned about your saying your case sags after wins in Clearing. Could you tell me exactly what happens and what your history has been on this?” There is no limit to such questions. And, if taken from what the Pc says to Examiner or from Clearing Practitioners’ comments on Worksheets, they will usually F/N. But mainly they give data.

When regular actions fail, there is always the D of P (Director of Processing Interview). “D of P to Interview Richard Roe and find out what he’s trying to do in session. Also how he looks, mannerisms, etc.”

Data, Data, Data. Now you have a picture of this case.

COMBINED ACTION

Usually, by prepared lists issued or from C/S prepared lists, the C/S finds and gets handled by the Clearing Practitioner in the same session much of what is wrong. This

combines finding out with handling.

Any prepared list carried to F/N on each read (Method 3) or the indicated action done will give case gain. Maybe it's all the case gain one could ask for.

But such reads even if F/Ned and the text in the Worksheet give the C/S new data about this case.

BROAD SHOOTING

Even if he now KNOWS, the C/S does not narrowly shoot at one target. He gives alternatives as well in his C/S.

Example: C/S knows Pc is concerned about F/Ns. He does not necessarily just write "Prepcheck F/Ns". Instead the C/S writes "Assess Clearing Practitioners, Clearing, F/Ns, Processing, false reads. Prepcheck each reading item, taking largest read first." This gives a broader band, more chance of hitting the button needed.

There are many ways to do this. Example: You "know" it is a misdefined word. You don't C/S "Find the misdefined word." You write, "Assess Method 3 and Handle the Word Clearing Correction List". For you see, the session might also have been run over an out rud.

EVALUATION

To abruptly C/S everything the Pc has just said is a Q and A. But worse, it can lead to evaluation.

LITTLE FLAGS

Pc Remarks are like little Flags that may signal a much deeper deposit of aberration. Only the little flag shows. "I don't like women," can uncover a whole background. "I keep getting this pain in my side" opens the door to a whole chain of operations and one to be done next week!

But by the broad rule, the C/S doesn't dive at it. He says "Pc has pain in side. Do a complete Alethanetic program as given in Class V."

Not "List the somatics in his side". But a whole coverage of accidents, illnesses. One will also have a side pain as a result. "Appendicitis Operation" is enough to give anyone a pain in the side if never Cleared!

TAGGING CASES

A C/S who sees a case is thick foldered and not well tags the case "Resistive." There are 7 resistive cases listed in the Class VIII material. For this the C/S has "BAF40 Expanded Method 3" and then handles the lists and engrams indicated in it in his next C/S.

If this doesn't handle, the case is in an out Ethics situation that should be looked into.

The C/S mentally tags the easy ones and the tough ones. The tough ones he plays on the Resistive Cases side.

The C/S can also find an Clearing Practitioner considers a fast case a bad case when it is just a fast case.

C/S SERIES 72

USE OF CORRECTION LISTS

23 DECEMBER 1989

A current survey shows that the weakest point in C/Sing is failure to use Prepared Lists for Case Correction.

There are some other points. For some reason C/Ses are being inventive instead of following the C/S Series and doing standard repairs and grades.

Probably the failure to use Prepared Correction Lists derails the use of standard actions.

There are very few actions which do not have their own Correction Lists.

THERE IS NOTHING IN CLEARING AS MIRACULOUSLY WORKABLE AS CORRECTION LISTS.

The only things which prevent the list from working are

- (a) CLEARING PRACTITIONER'S METERING
- (b) CLEARING PRACTITIONER'S CEs
- (c) FAULTY METERS

METERING

When the Clearing Practitioner's meter is habitually placed where he cannot see (1) The meter needle, (2) The worksheet and (3) The pc WITH ONE DIRECTED LOOK, then he misses reads.

All three have to be seen at once.

The faults are

- i) Eyesight poor
- ii) Glasses rims obscure one while looking at another
- iii) Position of the meter.

It is a Standard Cramming action to look into these points **WHENEVER A CORRECTION LIST IS SAID TO BE BLANK.**

For example a Basic Assessment Form (BAF) is done by Clearing Practitioner A on Monday. It is done again by Clearing Practitioner B on Tuesday. Reads are found by B. This means Clearing Practitioner A is missing reads.

THIS IS FAR MORE COMMON THAN BELIEVED.

CEs

When a Clearing Practitioner can't be heard or is overwhelming the Pc the list won't be valid.

An Clearing Practitioner's CEs show up more quickly on a Correction List than anything else. A Pc ARC Broken by CEs O to IV will not read properly on a Correction List.

NUMBERS OF LISTS

The number of Correction Lists is large.

It is unthinkable to do Word Clearing without ever using a WC Correction List. Yet we find folders with bogged Word Clearing sessions where the list was never used.

There is the Basic Assessment Form for general case upset, the Advanced Entity Clearing Correction List for Entity Clearing, L1 for ARC Brks over a period, L3 for Alethanetic bogs, L4 for listing and nulling goofs, Int RD Correction List for Int-Ext corrections, a Power Correction List LP1 for Power, BAF 40 for resistive cases, C/S 53 (Hi Low RA) for RA misbehavior, and others.

C/Ses trying to “solve cases” without using Correction Lists is like trying to repair flat tires without puncture patches—it just CAN’T BE DONE.

THE PRIMARY TOOL OF A C/S IS PREPARED CORRECTION LISTS.

It is not inventive ways of “solving cases.”

METHOD OF USE

Where you have inexpert Clearing Practitioners you always order Method 5, which is just a full rapid assessment. Then the C/S sorts out the reads and C/Ses what to do as very well covered on the lists themselves and the C/S Series.

Then the Clearing Practitioner does the C/S.

A Basic Assessment Form is always done this way. It will bog on any other method like 3 if you try to go beyond the first F/N.

There are different methods of handling lists. L1 is always done Method 3, carrying each read as it is found Earlier Similar to F/N unless the Pc is in the middle of an upset, in which case it is done Method 4 (assess and indicate).

A BAF 40 is done Method 3 and then the engrams are run for each read where engrams are indicated.

It’s up to a C/S to use Correction Lists, to coach his Clearing Practitioners into proper list use and to get corrected any misuse.

A C/S who can’t or doesn’t use Prepared Correction Lists isn’t a C/S at all but a “person puzzled about cases.”

The tools of the C/S are correction lists, standard programs and the Life ExpansionChart and Grade Commands and materials.

These are the tools of the C/S.

There are NO others.

A C/S is one who uses these things. He is Supervising that they are used when they are supposed to be.

TYPES OF BUTTONS

13 SEPTEMBER 1989

There are two types of buttons:

1. Left Hand Buttons
and
2. Right Hand Buttons

Left hand buttons keep things from reading when they should. The left hand buttons are:

Suppressed
Invalidated
Careful of
Nearly found out
Failed to reveal
Anxious about

Right hand buttons make things read when they shouldn't. The right hand buttons are:

Protested
Mistake been made
Suggested
Decided

“Misunderstood” can be either right or left handed depending on the situation.

OUT OF VALENCE

23 DECEMBER 1989

On Personality Profile graphs (the plotted test score of a Pc) you find sometimes a case that read high on the graph will drop and read lower after Clearing.

This is caused by the fact that the person was OUT OF VALENCE in the first place.

Social machinery was what the first registered.

Now after Clearing the graph expresses something closer to the actual Being even though it dropped.

We have known about this since '57 or '58 but it was not fully written up. Further, we now know more about it.

If you look into Suppressive Person tech you will find an SP has to be out of valence to be SP. He does not know that he is because he is himself in a non-self valence. He is "somebody else" and is denying that he himself exists, which is to say denying himself as a self.

Now this doesn't mean all persons whose graphs dropped were active SPs. But it does mean they weren't being themselves.

After some Clearing they became themselves somewhat and this self isn't the social cheery self the first graph said.

But the dropped graph is nearer truth.

Now, how to get the graph UP again?

The person with the dropped graph is closer to being himself but is not yet fully restored, not yet fully into his "own valence."

While Class X would handle this a bit differently, Class VIII rundown already has an answer.

The Class VIII out of valence lists LX1, LX2 and LX3 and the recall and R3R quad for each assessed item from these lists is a way to handle.

Completing any cycle the Pc is on is of course fundamental. And even if the Pc goes on to next grade the graph will improve.

The fact is that the Pc is emerging more and more and becoming himself and then he himself begins to gain.

The graph that dives will come back up if general processing is done.

The Pc will keep saying he is "more there." And it is true.

LX LISTS

23 DECEMBER 1989

There are now three "LX" Lists:

LX3—Attitudes LX2—Emotions LX1—Conditions.

Originally they were called "X" because they were experimental. They are now proven totally workable.

These serve to isolate REASONS A BEING IS CHARGED UP TO SUCH an extent that he is OUT OF VALENCE.

When a person is out of valence he does not easily as-is his bank.

The words on these lists are cleared using the LX Glossaries. Longest reading word is run first by Quad Recall and Quad R3R.

END PHENOMENA

We now have a new discovery. A person who is out of valence experiences, when run on LX lists and 220H, a remarkable valence shift if he is run on enough items.

In one fashion or another he comments on this in session.

This is the End Phenomena of Out of Valence processes (the LX items and 220H). It is always attained if enough items are run.

Quite ordinary cases are out of valence. If their folder gets too fat you can assume they are out of valence.

Perverts, suppressives and critical, snide, ruthless, arrogant or contemptuous personalities are always out of valence.

A person who is in treason on the 1st dynamic is always out of valence.

So whether BAF No. 40 (h) OUT OF VALENCE reads or not, if the folder is fat, you play safe and assess and run LX items until the person has the Valence Cognition.

Without being coached, a person who is out of valence always has the cognition if he is run on enough items and 220H.

This is quite a worthwhile development as it resolves the heavily overcharged case.

A symptom of a heavily charged case is F/Ning too quickly to be processed well.

Since every human being is out of valence to some extent, these lists can and should be given to every Pc at some point in his Alethanetic or Identity Clearing program.

LX1

(CONDITIONS)

21 SEPTEMBER 1989

OVERWHELMED	_____
MADE WRONG	_____
FORCED	_____
FRIGHTENED	_____
SUPPRESSED	_____
CRUSHED	_____
OPPRESSED	_____
DENIED	_____
OVERPOWERED	_____
OVERTHROWN	_____
DEFEATED	_____
DESTROYED	_____
VANQUISHED	_____
WIPED OUT	_____
ANNIHILATED	_____
CHANGED	_____
IDENTIFIED	_____
RECOGNIZED	_____
DRIVEN OUT	_____
DRIVEN AWAY	_____
GRIEF	_____
LOSS	_____

LX2

(EMOTIONS)

21 SEPTEMBER 1989

APPREHENSION	_____
FEAR	_____
HATE	_____
AGITATION	_____
SHAME	_____
BLAME	_____
REGRET	_____
GRIEF	_____
REMORSE	_____
SORROW	_____
SADNESS	_____
DESPONDENCY	_____
DEPRESSED	_____
DESPAIR	_____
ANGER	_____
RAGE	_____
GREED	_____
HAUGHTY	_____
ARROGANT	_____
COLD	_____
CONTEMPTUOUS	_____
HOSTILITY	_____
RESENTMENT	_____
ANTAGONISM	_____
BOREDOM	_____
CONSERVATISM	_____

ENTHUSIASM

PROUD

ELATION

SERENITY

UNEMOTIONAL

LX3

(ATTITUDES)

21 SEPTEMBER 1989

TREACHERY	_____
DISLOYALTY	_____
HELPLESSNESS	_____
HOSTILITY	_____
RUDENESS	_____
CRUELTY	_____
DISOBEDIENCE	_____
REBELLIOUSNESS	_____
WASTEFULNESS	_____
STINGINESS	_____
COWARDLINESS	_____
DIRTINESS	_____
UNGODLINESS	_____
WICKEDNESS	_____
CUNNING	_____
CRITICISM	_____
FALSITY	_____
PRETENSE	_____
GLEE	_____
LAUGHTER	_____
MOCKERY	_____
EMBARRASSMENT	_____
FEELING HURT	_____
OPPRESSIVE	_____
RIDICULE	_____
GOOD	_____

PERSECUTION

BETRAYAL

GUILT

LX1
(CONDITIONS)
DEFINITIONS

21 SEPTEMBER 1989

OVERWHELMED 1. made helpless by being overpowered by something.

MADE WRONG 1. invalidated. 2. shown to be incorrect or invalid.

FORCED 1. done or brought about by force; not voluntary. 2. produced or kept up by unusual effort. 3. a thing or person caused to act, move or comply against its or her will.

FRIGHTENED 1. the experience of a sudden fear or terror; made suddenly afraid; scared; terrified.

SUPPRESSED 1. put down by force; subdued; crushed. 2. concealed or withheld from consciousness.

CRUSHED 1. pressed between two opposing forces so as to break or injure. 2. complete physical or mental annihilation by an opposition force.

OPPRESSED 1. kept down by cruel or unjust use of power or authority. 3. trampled down by an opposing force.

DENIED 1. refused to accept as true or valid.

OVERPOWERED 1. made helpless; subdued; overwhelmed.

OVERTHROWN 1. thrown or turned over; upset. 2. destroyed; ruined; ended; conquered.

DEFEATED 1. a failure to win or succeed; frustrated. 2. conquered.

DESTROYED 1. torn down or brought to an end by wrecking, killing, eradicating, etc.

VANQUISHED 1. defeated in any conflict, as in argument or competition. 2. conquered or defeated in battle; forced into submission.

WIPED OUT 1. removed; erased. 2. killed off.

ANNIHILATED 1. destroyed completely; demolished.

CHANGED 1. caused to become different; altered; converted.

IDENTIFIED 1. showed to be a certain thing or person; fixed the identity of.

RECOGNIZED 1. identified as known before.

DRIVEN OUT 1. forced out; expelled.

DRIVEN AWAY 1. forced to go away; forced to leave an area.

GRIEF 1. intense sorrow brought about by a loss or threatened loss.

LOSS 1. being separated from something or someone of value.

LX2

DEFINITIONS

(EMOTIONS)

22 SEPTEMBER 1989

APPREHENSION 1. foreboding; dread; fearful anticipation about the future.

FEAR 1. anxiety and agitation felt at the presence of danger.

HATE 1. to have strong dislike or ill will for; loathe, despise.

AGITATION 1. emotional disturbance; trembling or quivering excitement.

SHAME 1. a disturbed or painful feeling of guilt, incompetence, indecency or blameworthiness.

BLAME 1. self condemnation or the feeling that one is at fault.

REGRET 1. sorrow or remorse over something that has happened, especially over something that one has done or left undone. 2. sorrow over a thing gone, lost, etc. 3. feelings of sorrow over what has happened, something gone or lost, etc.

GRIEF 1. intense emotional suffering caused by loss, disaster, misfortune, etc.; acute sorrow; deep sadness.

REMORSE 1. a deep, torturing sense of guilt felt for one's actions.

SORROW 1. a mental suffering caused by loss, disappointment, etc. 2. a deep, long-continued, mental anguish caused by a sense of loss, disappointment, etc.

SADNESS 1. a condition of unhappiness or mournfulness resulting either from a specific cause or from a general feeling of depression or hopelessness.

DESPONDENCY 1. loss of courage, confidence or hope; dejection.

DEPRESSED 1. gloomy; dejected; sad.

DESPAIR [Latin *desparare*, to be without hope; *de-*, without + *sparare*, to hope] 1. feeling or showing hopelessness.

ANGER 1. a feeling that may result from injury, mistreatment, opposition, etc.: it usually shows itself in a desire to hit out at something or someone else; wrath; indignation; rage; ire. 2. implies emotional agitation of no specific intensity aroused by great displeasure.

RAGE 1. a violent outburst of anger in which self-control is lost; a furious uncontrolled anger.

GREED 1. excessive desire for acquiring or having; desire for more than one needs or deserves.

HAUGHTY 1. having or showing great pride in oneself and disdain, contempt or scorn for others; proud; arrogant.

ARROGANT 1. full of unwarranted pride and self-importance; overbearing.

COLD 1. without warmth of feeling; without enthusiasm; indifferent.

CONTEMPTUOUS 1. the feelings or actions of a person toward something he or she considers low or worthless; scornful; disdainful.

HOSTILITY 1. a feeling of bitter hatred, ill will, unfriendliness; active opposition.

RESENTMENT 1. a feeling of displeasure and anger coming from a sense of being injured or offended.

ANTAGONISM 1. the state of being in active opposition (to or against someone or something).

BOREDOM 1. the condition of being bored or uninterested. 2. weariness or dissatisfaction resulting from inactivity or lack of interest.

CONSERVATISM 1. tending to oppose change; tending to preserve established traditions and to resist or oppose any in change in these.

ENTHUSIASM 1. intense or eager interest.

PROUD 1. an excessive or overrated opinion of oneself or one's opinions.

ELATION 1. a feeling of extreme joy, pride or happiness.

SERENITY 1. the state of being undisturbed, calm, tranquil or quiet; calmness; tranquility.

UNEMOTIONAL 1. the condition of being unable to express emotion. 2. coolly serene.

LX3

(ATTITUDES)

DEFINITIONS

30 SEPTEMBER 1989

TREACHERY [coming from the Old French tricherie which means to trick or to cheat] 1. the deliberate breaking of trust or faith. 2. to work behind the scenes to destroy an individual or a group while at the same time pretending to be loyal.

DISLOYALTY 1. not being loyal or faithful.

HELPLESSNESS 1. being without the power to help oneself; feeble; weak.

HOSTILITY 1. a feeling of bitter hatred, ill will, unfriendliness; active opposition.

RUDENESS 1. deliberate lack of consideration for others feelings.

CRUELTY 1. without mercy or pity; indifference to the suffering of others; hardheartedness; delight in another's suffering.

DISOBEDIENCE 1. refusal to obey; failure to follow commands.

REBELLIOUSNESS 1. a defiance of or opposition to any control; resisting authority.

WASTEFULNESS 1. in the habit of wasting. 2. using more than is needed; to use things wastefully; extravagance.

STINGINESS 1. unwillingness to part with anything; close-fisted.

COWARDLINESS 1. having or showing lack of courage; being easily or excessively frightened by something recognized as dangerous, difficult or painful.

DIRTINESS 1. the feeling that one is soiled with dirt. 2. the feeling that one is obscene 3. the feeling that one is worthless or despicable or mean.

UNGODLINESS 1. sinfulness; badness; corruption.

WICKEDNESS 1. having or resulting from bad moral character; evil; perverted. 2. naughty in a playful way; prankish; teasing; full of tricks.

CUNNING 1. skillful; clever. 2. skillful in deception; slyness; craftiness.

CRITICISM 1. the act of making judgements. 2. finding fault; disapproval.

FALSITY 1. the condition or quality of being false. 2. the act of representing as true what is known to be false; deceiving; lying. 3. apt to lie or cheat.

PRETENSE 1. a false show of something. 2. to make believe; to cover up one's true feelings 3. something said or done for show.

GLEE 1. gaiety; mirth; joy; merriment. 2. making fun of or joking about things to cover up a lack of understanding.

LAUGHTER 1. the action of laughing or the sound resulting. 2. the feeling or attitude that

everything is funny or humorous.

MOCKERY 1. to show or express scorn, ridicule or contempt. 2. an evil and covertly hostile imitating of or repeating after someone.

EMBARRASSMENT 1. feeling ill at ease to the point of a loss of composure. 2. feeling self-conscious, confused and ill at ease.

FEELING HURT 1. the feeling that one has been damaged by another. 2. a painful emotional feeling resulting from a loss.

OPPRESSIVE 1. cruelly overbearing; tyrannical.

RIDICULE 1. making fun of someone or something. 2. the act or practice of making someone or something the object of contemptuous laughter by joking and mocking.

GOOD 1. healthy; strong; vigorous. 2. honorable; worthy. 3. dependable; reliable. 4. virtuous, pious, holy.

PERSECUTION 1. to afflict or harass constantly so as to injure or distress. 2. the feeling that one is being troubled and annoyed constantly.

BETRAYAL 1. to help the enemy. 2. to break faith with; to fail to meet the hopes of: as, he betrayed my trust in him.

GUILT 1. the painful emotional feeling that one has done a wrong or committed an offense against another or others.

BEING SOMEONE ELSE

220H

20 DECEMBER 1989

This action is done after completing LX 3, 2 & 1 actions only if the pc has not had the Valence Cognition. (Ref: LX LISTS.)

220H PROCEDURE

Quad Recall:

- F-1 Recall being someone else.
- F-2 Recall another being you.
- F-3 Recall another being another.
- F-0 Recall wanting to be someone else.

Quad R3R:

- F-1 Locate an incident that could have caused you to be someone else.
- EI Is there an earlier incident could have caused you to be someone else?"
- F-2 Locate an incident that could have caused another to be you.
- EI Is there an earlier incident that could have caused another to be you?"
- F-3 Locate an incident that could have caused another to be another.
- EI Is there an earlier incident that could have caused another to be another?"
- F-0 Locate an incident that could have caused you to want to be someone else.
- EI Is there an earlier incident that could have caused you to want to be someone else?

Do not run beyond the EP of Major Cog with remarkable valence shift. (Pc will cognite on having been out of valence and will return to his own valence. It's a cognition on beingness, not doingness or havingness, that indicates the EP.)

LX LIST HANDLING

23 DECEMBER 1989

In handling Out of Valence from the BAF or the Expanded BAF the LX Lists are used in this order: LX3, LX2, LX1 and as necessary, the last step, 220H.

END PHENOMENA

The end phenomena of the LX Lists is a remarkable valence shift. The Pc will Cognite on having been out of valence and will become himself. It is a cognition on beingness, not doingness or havingness that indicates the EP of the LX Lists. DO NOT OVERRUN A PC PAST THIS POINT.

PROCEDURE

Clear each word on the list before assessing it and note any reads which appear while clearing a word. These are valid reads. Take up all these reading items first.

Next assess the list Method 5 and take up the largest reading item. Run each recall flow of that item, then check with the Pc to see if he is interested in running it R3R. Handle each flow of the item to EP. After a complete handling of the item handle the lesser reading items (if any) as above.

LX3 ATTITUDES

LX3 is the first list assessed. Run reading LX3 items Quad Recalls and Quad R3R. Use the following commands:

- Recalls:
- F1: Recall a time you took the attitude of_____.
 - F2: Recall a time you caused another to take the attitude of_____.
 - F3: Recall a time others caused others to take the attitude of_____.
 - F0: Recall a time you caused yourself to take the attitude of_____.
- R3R:
- F1: Locate a time when you took the attitude of_____.
 - EI: Is there an earlier time when you took the attitude of_____.
 - F2: Locate a time when you caused another to take the attitude of_____.
 - EI: Is there an earlier time when you caused another to take the attitude of_____.
 - F3: Locate a time when others caused others to take the attitude of_____.
 - EI: Is there an earlier tim when others caused others to take the attitude of_____.
 - F0: Locate a time when you caused yourself to take the attitude of_____.

EI: Is there an earlier time when you caused yourself to take the attitude of_____.

LX2 EMOTIONS

LX2 items are run Recalls and R3R as above, substituting the reading emotion for the attitude.

- Recalls: F1: Recall a time you felt_____.
- F2: Recall a time you caused another to feel_____.
- F3: Recall a time others caused others to feel_____.
- F0: Recall a time you caused yourself to feel_____.
- R3R: F1: Locate a time when you felt_____.
- EI: Is there an earlier time when you felt_____.
- F2: Locate a time when you caused another to feel_____.
- EI: Is there an earlier time when you caused another to feel_____.
- F3: Locate a time when others caused others to feel_____.
- EI: Is there an earlier tim when others caused others to feel_____.
- F0: Locate a time when you caused yourself to feel_____.
- EI: Is there an earlier time when you caused yourself to feel_____.

LX1 CONDITIONS

LX1 items are run Quad Recalls and R3R using the following commands:

- Recalls: F1: Recall a time you were_____.
- F2: Recall a time you caused another to be_____.
- F3: Recall a time others caused others to be_____.
- F0: Recall a time you caused yourself to be_____.
- R3R: F1: Locate a time when you were_____.
- EI: Is there an earlier time when you were_____.
- F2: Locate a time when you caused another to be_____.
- EI: Is there an earlier time when you caused another to be_____.
- F3: Locate a time when others caused others to be_____.
- EI: Is there an earlier time when others caused others to be_____.

F0: Locate a time when you caused yourself to be_____.

EI: Is there an earlier time when you caused yourself to be_____.

Note: On items “grief” and “loss” the command would be “Recall a time you had (a)_____.” and “Locate a time when you had (a)_____.”, etc.

220H

220H is done after completing LX3, LX2 and LX1 if the Pc has not experienced a remarkable valence shift and had a valence cognition. If the valence shift and cognition occur any time during the handling of the LX Lists, that is the end phenomena for LX handling and all further actions connected with LX Lists handling are ceased.

220H is run Quad Recalls R3R, using the following commands:

Recalls: F1: Recall a time you were being someone else.

F2: Recall a time you caused another to be someone else.

F3: Recall a time others caused others to be someone else.

F0: Recall a time you caused yourself to be someone else.

R3R: F1: Locate a time when you were being someone else.

EI: Is there an earlier time when you were being someone else.

F2: Locate a time when you caused another to be someone else.

EI: Is there an earlier time when you caused another to be someone else.

F3: Locate a time when others caused others to be someone else.

EI: Is there an earlier time when others caused others to be someone else.

F0: Locate a time when you caused yourself to be someone else.

EI: Is there an earlier time when you caused yourself to be someone else.

Each recall flow is run to F/N, cognition and VGIs. Each R3R flow must go to F/N, postulate and VGIs. This will be the erasure. If you encounter any trouble, use an L3.

Done correctly, LX Lists will bring about some very major changes in your Pc.

CLEARING PRACTITIONER RIGHTS

26 DECEMBER 1988

CLEARING PRACTITIONER RESPONSIBILITY FOR C/Ses

The responsibility of a Clearing Practitioner who receives a Case Supervisor direction (C/S) of what to Clear on a Pc is NOT discharged of his responsibility as a Clearing Practitioner.

THE CLEARING PRACTITIONER HAS A SERIES OF RESPONSIBILITIES THAT ARE PART OF EVERY C/S HE RECEIVES.

ACCEPTING THE PC

No Clearing Practitioner is required to accept a specific Pc just because the Pc is assigned to him.

If a Clearing Practitioner does not believe he can help that particular Pc or if he dislikes Clearing that particular Pc the Clearing Practitioner has a right to refuse to Clear that Pc.

The Clearing Practitioner must state why.

The Case Supervisor, may not discipline the Clearing Practitioner for refusing to Clear a particular Pc.

Thus refusing to Clear a particular Pc, so long as one is not refusing to Clear other Pcs, is not actionable.

"I do not wish to Clear this Pc because _____. I am willing to Clear other Pcs", is the legal Clearing Practitioner statement in the matter.

Some Pcs get a bad name with some Clearing Practitioners, some don't appreciate the Clearing, some conflict with a particular Clearing Practitioner's own personality. There are such instances. It does not mean certain Pcs cannot be helped by others.

It is also true that a Clearing Practitioner who dislikes a Pc may not do a good job so the rule also has a practical side to it.

One Clearing Practitioner disliked young men and did a bad job on them. Another disliked old ladies and chopped them up in session. One Pc had messed up several and couldn't find anyone to Clear him at all.

We are not Clearing people to make amends to the world.

Thus a Clearing Practitioner has a right to reject or accept the Pcs he is given.

ACCEPTING A C/S

When the Clearing Practitioner gets a C/S to do on a case and if he thinks it is not the correct thing to do he has the right to reject the C/S for that Pc and require another one he can agree to.

The Clearing Practitioner does not have the right to start doing a C/S and change it during the session except as noted below.

The Clearing Practitioner may NOT C/S in the Clearing chair while Clearing the Pc. If he has NO Case Supervisor at all the Clearing Practitioner still works from a C/S. He writes the C/S before session and adheres to it in session. To do something else and not follow the C/S is called "C/Sing in the chair" and is very poor form as it leads to Q and A.

STALE DATED C/S

A C/S that is a week or two old or a repair program that is a month or two old are dynamite.

This is called a "Stale Dated Program" or a "Stale Dated C/S" meaning it is too old to be valid.

It should have been done sooner. The Pc of last week when the C/S was written may have been well and happily employed but a week later may have headaches and reprimand from the boss.

It is dangerous to accept a repair Program if it is old. The Clearing Practitioner who sees his C/S is old and sees the Pc has Bad Indicators is justified in demanding a fresh C/S giving his reasons why.

A program written in January may be completely out of date in June. Who knows what may have happened in between.

Use fresh C/Ss and fresh Programs.

ENDING THE SESSION

When the C/S he has is proving unworkable during the session, the Clearing Practitioner has a right to end the session and send the folder to the C/S.

Ending the session is totally up to the Clearing Practitioner.

If the Clearing Practitioner just doesn't complete an action that was producing Range Arm and could be completed, it is of course a flunk. Such a case is just not running a basic engram the one more time through that would bring the Range Arm down and give a proper end phenomena. This and similar actions would be a Clearing Practitioner error.

The judgment here is whether or not the Clearing Practitioner's action is justified in ending the session.

Even though he may have made an error, the Clearing Practitioner cannot be blamed for the ending off of the session as that is totally up to him. He can be given a flunk for the error.

CLEARING OVER OUT RUDS

Clearing a Pc on something else whose ruds are out is a MAJOR CLEARING ERROR. Even if the C/S omits "Fly a rud" or "Fly Ruds," this does not justify the Clearing Practitioner Clearing the Pc over out ruds.

The Clearing Practitioner can do one of two things: He can fly all ruds or he can return the folder and request ruds be flown.

The ALETHANETIC CLEARING PRACTITIONER is not excused from Clearing

over out ruds and must be specifically cautioned not to do so but return the folder for a new C/S. Better still he should learn to fly ruds.

INABILITY TO FLY RUDS

If a Clearing Practitioner cannot get a rud to F/N, cannot get any rud to F/N, he is justified in starting a BASIC ASSESSMENT FORM.

The Clearing Practitioner solution to no F/N on ruds is to do a BASIC ASSESSMENT FORM whether the C/S said to or not.

This is an expected action.

It is understood the Clearing Practitioner would use Suppress and False in trying to fly ruds.

SESSIONS FAR APART

When a Pc has not had a session for some time, or when a Pc gets sessions days apart RUDS MUST BE FLOWN. Otherwise the Pc will get Cleared over out-Ruds. This can develop mental mass.

Optimum session scheduling is a series of sessions or a whole program done in a block of sessions close together. This prevents the world from throwing the Pc's ruds out between sessions.

Giving sessions far apart barely keeps up with life. The Clearing time is absorbed in patching life up.

Rapid gain gets above life's annoyances and keeps the Pc there.

UNREADING ITEMS

When an item the Clearing Practitioner has been told to run doesn't read on the meter, even when the Clearing Practitioner puts in Suppress and Invalidate on it, the Clearing Practitioner MUST NOT do anything with the item no matter what the C/S said.

It is expected he will see if it reads and use Suppress and Invalidate on it. And if it still doesn't read he will be expected NOT to run it.

LISTS

When a Clearing Practitioner whose C/S told him to list "Who or what _____" or any list question finds that the list question does not read, the Clearing Practitioner MUST NOT list it.

When doing a list ordered by the C/S it is assumed that the Clearing Practitioner will test it for read before listing and that he will NOT list an unreading question. (A read is an actual fall, not a tick or a stop.)

LIST TROUBLE

When a Clearing Practitioner has trouble doing a list and getting an item it is expected he will use a prepared assessment like the L4 to locate the trouble and handle it.

As it is very hard on a Pc to mess up a list, it is expected the Clearing Practitioner will handle the situation then and there with no further C/S directions.

HIGH RANGE ARM

When the Clearing Practitioner sees the Range Arm is high at session start yet the C/S says to “Fly a rud” or run a chain, the CLEARING PRACTITIONER MUST NOT TRY TO FLY A RUD and he must not start on a chain.

Trying to bring a Range Arm down with ARC Brks or ruds is very hard on a Pc, as ARC Breaks aren’t the reasons Range Arms go up.

Seeing a high Range Arm at start the Clearing Practitioner up to Class II does not start the session. She first checks for False Range Arm. If that doesn’t handle it, sends the folder back to the C/S and for a higher classed Clearing Practitioner to handle.

Seeing a high Range Arm at start, after checking for False Range Arm, the Clearing Practitioner (Class III or above) (a) checks for exteriorization in a recent session and if so the session is ended and the C/S is asked for an “Interiorization Rundown”; (b) if the Pc has had an Interiorization Rundown the Clearing Practitioner asks the C/S for permission to do a Hi-Lo Range Arm assessment or whatever the C/S indicates. The Int RD may have been (usually is) overrun and needs rehab or correction and it is usual to check it - it is included in a Hi-Lo Range Arm assessment.

These actions are expected of the Clearing Practitioner even when not stated in the C/S.

GOING ON HOPING

When a case is running badly session to session the LAST thing you do is go onhoping, either in Clearing or C/Sing.

“Let’s try _____,” “Then this,” “Then this” is not going to solve the case.

YOU GET DATA. You can get data by an Original Assessment Form. You can get data from a REPAIR ASSESSMENT FORM fully assessed (Method 5). You can get data by 2 way comm on various subjects. You can have the D of P Interview and get answers. You can even ask his mother.

You look for case errors. You study the folder back to where the Pc ran well and then come forward and you’ll find the error every time.

DO NOT JUST GO ON SESSION AFTER FAILED SESSION HOPING. That’s pure idiocy.

You get data from prepared lists, from life, from the Pc, from the folder.

FIND THE BUG!

Ah, good Lord, he is a Pinkerton Agent sworn to secrecy! He does yoga exercises after every session. He was tried for murder when he was 16 and nobody has run the incident.

Various Clearing Practitioners ran the same engram chain four times.

A Clearing Practitioner ran Int RD twice.

After Power she had her baby and nobody ran the delivery.

He doesn't like to talk but is a "Grade Zero!"

A dozen reasons can exist.

A Clearing Practitioner does NOT let a C/S C/S hopefully. He refuses the C/Ss until an Folder Error Summary is done and the bug found.

THINGS DONE TWICE

By carelessness the same rundowns can be called for twice and done twice or even more.

A Folder Summary inside the front cover must exist and must be kept up.

Over it there must be a program on which the case is being Cleared. But just because its covered, never neglect entering a session and what was run on the Folder Summary (FS).

If "Hold It Still" is ordered, see if it was run before.

Don't let major Rundowns be done twice.

ALETHANETIC ITEMS must NEVER be run twice. Alethanetic lists must not be scattered through a folder. Bring them together and keep them together and being brought forward.

COPY

Don't copy Alethanetic lists or worksheets from notes or items from lists.

Keep all admin neat and in the original form.

Copying makes errors possible.

RUDS GOING OUT

When the ruds go out during the session, the Clearing Practitioner recognizes the following:

Pc Critical = W/H from Clearing Practitioner

Pc Antagonistic = BPC in session

No Range Arm = Problem

Tired = Failed Purpose or no sleep

Sad = ARC Break

Soaring Range Arm = Overrun or Protest

Dope Off = By Passed F/N or not enough sleep

No Interest = Out Ruds or no interest in the first place

A Clearing Practitioner who isn't sure what it is but runs into trouble with the Pc (except on lists which he handles at once always with an L4) is smart to end off the session quickly, write down the full observation and get it to the C/S.

The Clearing Practitioner who is an old hand and knows what he is looking at as per the above scale (and the C/S the C/S would give) handles it promptly.

Pc Critical = W/H = pull the W/H.

Pc antagonistic = BPC = assess proper list (such as L1) and handle.

No Range Arm (or case gain) = Problem = locate the problem.

Tired = no sleep or failed Purpose = check which it is and handle.

Sad = ARC Brk = locate and handle, Itsa earlier Itsa.

Soaring Range Arm = O/R or Protest = find which and handle. An O/R is usually handled by rehab.

Dope off = lack of sleep or BP F/N = check on sleep, or Rehab F/N.

No interest = no interest in first place or out ruds = check for interest or put in ruds.

List goes wrong = BPC = handle or do an L4 at once.

Ruds won't fly = some other error = assess BASIC ASSESSMENT FORM and handle.

The Clearing Practitioner has no business trying to do the C/S given when it collides with and isn't designed to handle any of the above.

If the previous session disclosed such an error and this session C/S was designed to handle and doesn't, the Clearing Practitioner should end off and the next C/S should be "2 way comm for data".

CASE NOT HANDLED

When the Clearing Practitioner collides with a Pc who is asserting his case had not been handled, there should not be a new set of actions based on little data but the Clearing Practitioner should end off and the C/S should order a "2 way comm on what hasn't been handled".

The Clearing Practitioner should not at once take this up as part of any other C/S.

In other words a Clearing Practitioner doesn't change the C/S to a 2 way comm on something not called for by C/S.

MAJOR ACTIONS

A Clearing Practitioner should never begin a major action on a case that is not "set up" for it.

As this can occur during a session it is vital to understand the rule and follow it. Otherwise a case can be bogged down and will be hard to salvage as now a new action to repair has been added to an unrepaired action. Now, if the Clearing Practitioner starts a major action on a case not "set up," we get two things to repair where we only had one as the major action won't work either.

Repair = patching up past Clearing or recent life errors. This is done by prepared assessments or completing the chain or correcting lists or even 2 way comm or prepchecks on Clearing Practitioners, sessions, etc.

Rudiments = setting the case up for the session action. This includes ARC Brks, PTPs, W/Hs, BASIC ASSESSMENT LIST or any prepared assessment (such as L1, etc.).

Set up = getting an F/N showing and VGIs before starting any major action. It means just that - an F/N and VGIs before starting any major action. Such may require a repair action and rudiments as well.

Major Action = any - but any - action designed to change a case or general considerations or handle continual illness or improve ability. This means a process or even a series of processes. It is any process the case hasn't had.

Grade = a series of processes culminating in an exact ability attained, examined and attested to by the Pc.

Program = any series of actions designed by a C/S to bring about definite results in a Pc. A program usually includes several sessions.

The vast bulk of Clearing errors come about because C/Ses and Clearing Practitioners seek to use a Major Action to repair a case. The case is first repaired and then the Major Action is done.

It is a responsibility of a Clearing Practitioner to reject a C/S which seeks to use one or more major actions to repair a case that isn't running well.

The Clearing Practitioner must understand this completely. He can be made to accept a wrong C/S for the Pc and even more importantly can in his own session make the error and mess up the case.

Example: Pc has not been running well (no real Range Arm or had a grumpy Exam report after a session). Clearing Practitioner sees C/S has ordered a major action, not a repair by prepared assessment, ruds, etc. The Clearing Practitioner must reject the C/S as he will be made to fail in session by it.

Example: Clearing Practitioner gets a C/S, "(1) Fly a rud; (2) Run Grade IV. The Clearing Practitioner can't get a rud to fly. Tries to run Grade IV and bogs the session. In other words he flunks by failing to SET UP the case. It could also go this way. Clearing Practitioner can't get a rud to fly, does a BASIC ASSESSMENT FORM, gets no F/N. He MUST NOT begin a major action but MUST end off right there.

It is fatal to begin any new process on the case designed to change the case if the case is not F/N VGIs.

The Pc who starts processing for the first time and is surely not F/N VGIs must be set up by repair actions! Education and orientation to Clearing come first. Simple rudiments, Life ruds, even assessing prepared assessments on life, these are repair actions. The Pc will sooner or later begin to fly. Now at session start you put in a rud, get F/N VGIs and CAN start major actions.

So the Clearing Practitioner has a responsibility not to be led up a garden path by a C/S which orders a major action on a Pc who isn't repaired or by not being able in session to get an F/N VGIs by repair.

The only exceptions are a touch assist or life ruds or the Alethanetic assist all on a

temporarily sick Pc. But that's repair isn't it?

PROGRAM VIOLATIONS

When a Clearing Practitioner receives a C/S and sees that it violates the Pc's program he should reject it.

The Pc, let us say, is supposed to finish his Alethanetic Clearing but is suddenly being given Grade III. That violates the program and also the grade.

If the Pc is running badly, a repair should be ordered. If not, the program should be completed.

Example: An effort is being made to get the Pc to go backtrack. This is a program containing several major actions which probably consists of several sessions. Before this program is complete and before the Pc has gone backtrack, the C/S orders "(1) Fly a rud, (2) 3 S&Ds." The Clearing Practitioner should recognize in 3 S&Ds a major action being run into the middle of a program and reject it. The correct action is of course the next backtrack process.

GRADE VIOLATIONS

A Pc who is on a grade and hasn't attained it yet must not be given major actions not part of that grade.

Example: Pc is on Grade I. C/S orders an assessment having to do with drinking. It is not a process on that Grade. It could be done after Grade I is attained and before Grade II is begun. The C/S is incorrect and should not be accepted.

ABILITY ATTAINED

Now and then before the full major action is complete or before all the grade processes are run, the Pc will attain the ability of the grade or the end phenomena of the action.

This is particularly true of valence shifters or Interiorization Rundowns and can happen in grades.

The Clearing Practitioner should recognize it and with the F/N VGIs always present at such moments, end off.

We know of one case who had a huge cog about Interiorization on Flow 1 Engrams and was pushed by both C/S and Clearing Practitioner to do Flows 2 and 3 and who bogged so badly that it took a long while - weeks - to straighten the case out.

The ability itself gets invalidated by pushing on.

On the other hand this should never be taken as an excuse.

"I think he clogged to himself so we ended off." It must be a real "What do you know!" sort of out-loud cog with a big F/N and VVGIs and directly on the subject to end off a major action or a program or a grade before its actions are all Cleared.

UNNECESSARY REPAIR

A Clearing Practitioner who gets a C/S or an order to repair a case that is running well

should reject doing the action.

We have seen a case ordered to repair who had Exterior with Full Perception and doing great. The repair bogged the case. The case then got running well again but a second C/S ordered a new repair which of course bogged it. Then major actions were done. The case was again repaired and rehabbed and became ill. Three times the Clearing Practitioner should have said NO.

FALSE REPORTS

The vilest trick that can be played on a Pc is for a Clearing Practitioner to falsify a Clearing report.

It may be thought to be “good Public Relations” (good PR) for the Clearing Practitioner with the C/S.

Actually it buries an error and puts the Pc at risk.

INTEGRITY is a hallmark of Alethanetics and Alethiology.

Just because other mental practitioners were dishonest is no reason for Clearing Practitioners to be.

The results are there to be gotten.

False reports like false attests recoil badly on both the Clearing Practitioner and Pc.

PERPETRATIONS ON PCS

When a Clearing Practitioner finds himself being nattery or critical of his Pcs he should get his withholds on Pcs pulled and perpetrations on them off.

A Clearing Practitioner who goes sad is Clearing Pcs over his own ARC Break.

A Clearing Practitioner worried about his Pc is working over a Problem.

Getting one's ruds in on Pcs or C/Ses or the group can bring new zest to life.

CLEARING PRACTITIONERS DON'T HAVE CASES

In the chair no Clearing Practitioner has a case.

If breath shows on a mirror held to his face he can Clear.

Faint afterwards if you must but see that the Pc gets to the Examiner with his F/N.

Then get yourself handled.

“WHAT HE DID WRONG”

A Clearing Practitioner has a right to know what he did wrong in the session that went wrong.

Most often a sour session occurs only when the rules and data in this Bulletin have been violated.

But a Clearing Practitioner's CEs can go out or his listing and nulling is in error.

After a session that went wrong somebody else (not the Clearing Practitioner) should ask the Pc what the Clearing Practitioner did. This sometimes spots a false Clearing report. But it also sometimes is a false report by the Pc.

In any event, the Clearing Practitioner has a right to know. Then he can either correct his Clearing or his know-how or he can advise the C/S the Pc's report is untrue and better repair can be done on the Pc.

Savage action against a Clearing Practitioner is almost never called for. He was trying to help. Some people are hard to help.

Not only does a Clearing Practitioner have the right to be told what was wrong but he must be given the exact Bulletin, date and title that he violated.

Never take a verbal or written correction that is not in a Bulletin or tape.

Don't be party to a "hidden data line" that doesn't exist.

"You ruined the Pc!" is not a valid statement. "You violated Bulletin _____ page _____" is the charge.

No Clearing Practitioner may be disciplined for asking "May I please have the tape or Bulletin that was violated so I can read it or go to cramming."

If it isn't on a tape, a book or a Bulletin IT IS NOT TRUE and no Clearing Practitioner has to accept any criticism that is not based on the actual source data.

"If it isn't written it isn't true" is the best defense and the best way to improve your tech.

These are the rights of the Clearing Practitioner with relation to a C/S. They are all technical rights based on sound principles.

A Clearing Practitioner should know them and use them.

